

# Tyneview Primary School

Winslow Place, Walker, Newcastle-upon-Tyne, NE6 3QP

## Inspection dates

14–15 January 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Leaders, including governors, make sure teaching is good, so that all pupils achieve well.
- The senior leadership team, led very effectively by the headteacher, is highly ambitious for the school and is determined to raise further the attainment of all pupils and improve their well-being. Recent actions have ensured that achievement is good and improving.
- The governing body is well informed and holds the school to account, asking challenging questions. It checks the effectiveness of the school's performance and is highly supportive of the school.
- Children in the Nursery and Reception classes make a good start in their writing and understanding of number. They quickly develop skills that allow them to play together confidently and independently, both inside and outside.
- The additional resource centre provides high quality education and care for its pupils, some of whom are reintegrated well into other classes for parts of the day.
- Pupils' progress from their starting points is now at least good in every year group, including those who are disadvantaged and those with special educational needs or who are disabled.
- Teaching is good, which results in pupils learning quickly and enjoying their lessons. Teachers apply their high expectations to all subjects, allowing pupils to use their skills in reading, writing and mathematics in all lessons.
- Support staff are highly skilled in supporting the learning of individuals and groups of pupils in every class, and make a significant contribution to these pupils' progress.
- The behaviour of pupils is good. There are high levels of trust and respect between pupils and adults in school.
- Pupils feel extremely safe, and their attendance is steadily improving. They are usually eager to learn, and are very proud of their school.

### It is not yet an outstanding school because

- The rates of progress made by pupils over time have not yet been consistently outstanding across all year groups.
- Occasionally some pupils, especially the most able, are given insufficient challenge in lessons.
- High quality marking and feedback to pupils is not consistently seen in every year group.
- In the early years and Key Stage 1 pupils do not get off to a fast enough start with their early reading skills.

## Information about this inspection

- Inspectors observed a good number of lessons or parts of lessons, including two observed jointly with the headteacher. In addition, inspectors listened to some pupils read and reviewed a sample of their work alongside the headteacher.
- Inspectors held meetings with different groups of people involved with the school. These included pupils, members of the governing body, the headteacher, senior and middle leaders, other members of the teaching staff, some parents, and representatives of the local authority.
- Sixty responses from parents via Ofsted’s on-line questionnaire (Parent View), and 24 responses from the school staff questionnaire were examined. The school’s website was also scrutinised.
- Inspectors viewed a range of documents, including information on pupils’ achievement, the school’s data on current and recent progress, the school’s own self-evaluation, documents relating to safeguarding, and records of behaviour and attendance.

## Inspection team

Philip Scott, Lead inspector

Additional Inspector

David Shearsmith

Additional Inspector

## Full report

### Information about this school

- Tyneview Primary is an average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds and for whom English is not their first language is well below average, but rising.
- The proportion of pupils with disabilities or special educational needs is above average.
- The proportion of disadvantaged pupils and therefore eligible for support through the pupil premium is well above average. (The pupil premium is additional government funding to support children who are known to be eligible for free school meals and those children who are looked after by the local authority.)
- The school has an additional resource centre to cater for 8 pupils from across the local authority who have been identified as having communication difficulties.
- Early Years provision is part time in the Nursery and full time in Reception.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school has achieved a large number of awards including Artsmark Gold, Investing in Children and the International Schools Award.
- The school has recently experienced a number of changes in staffing.

### What does the school need to do to improve further?

- Further improve the quality of teaching so that the rates of progress pupils make in their learning are outstanding by:
  - providing even more challenge for pupils, especially for the most able
  - ensuring that the pace of lessons always allows pupils to remain engaged in their learning and maintain concentration
  - making sure that the high quality marking seen in some classes is consistently applied across the whole school.
- Accelerate the progress pupils make in their early reading skills by:
  - embedding a more systematic and rigorous programme of the teaching of letters and the sounds that they make in the early years and Key Stage 1.
  - ensuring that all teachers have higher expectations of the standards pupils can reach in their reading and set them even more challenging targets.

## Inspection judgements

### The leadership and management are good

- The headteacher and the senior team have worked successfully to develop systems and procedures that support and encourage each teacher in school to improve in order to provide high quality teaching and guidance for all pupils. This includes the leadership of the additional resource unit, which is good. The headteacher has skilfully built an effective school team who share the same ambition, trust each other and are empowered to take the lead in their own area of work.
- The senior team has developed an accurate picture of what the school does well, has a well thought through prioritisation of actions and knows in which areas it still needs to improve. Although leaders have not yet secured and maintained the highest levels of achievement for pupils over a sustained period of time, they communicate a sense of drive and urgency to move forward. Leaders have ensured that a period of changes to staffing has not allowed the rate of pupils' learning to slow.
- Procedures to check on the quality of teaching across the school are thorough and well established, and include formal and informal observations of lessons, scrutiny of assessment data, discussions with teachers and analysis of work in books. However, senior leaders have not ensured that the targets set by teachers for the levels pupils reach in their early reading skills have been high enough.
- The performance of staff is well managed. Staff have challenging objectives for their own professional improvement which are linked to the progress made by pupils. They are able to collect and electronically store evidence of progress towards these objectives.
- Pupils benefit from a lively, broad and well-planned curriculum, which is being reviewed and adapted in the light of the new National Curriculum, and it is starting to develop pupils' understanding and appreciation of British values. Topics and different subjects are reflected in colourful displays around school, and contribute to pupils' eagerness to learn, and have a clear focus on their academic, physical and creative development.
- Opportunities to work together, foster curiosity and imagination, and celebrate their own and others' successes are evident in a range of topics. The school has links and has set up visits to 6 different European countries, including some pupils visiting a school in Finland during the inspection, and is involved in high quality enterprise initiatives. As a result, pupils' spiritual, moral, social and cultural development is strong.
- The views of all pupils are valued, and many have opportunities to play an active part in the life of the school, such as the popular Playground Leader initiative. The school's inclusive approach fosters good relations and ensures that relationships are strong between all groups of pupils. Discrimination of any kind is not tolerated and all pupils have equality of opportunity to succeed.
- The school works very well with parents, who are extremely supportive. Inspectors received one letter which stated that they 'could not have chosen a better school to which to send their children.'
- Good financial monitoring and evaluation ensures that funds received by the school are used well, including the pupil premium. Leaders have compiled detailed evidence as to the positive impact that targeted use of pupil premium funds have secured.
- The primary sport funding is used extremely well to increase teachers' expertise and training, such as Year 5 children and their teacher taking part in a hockey lesson taught by a physical education (PE) specialist from the local college, observed during the inspection. The school now provides a much wider range of sporting opportunities and inter-school competitions, and pupils' participation in after-school clubs has increased. The school enables pupils to develop healthier lifestyles and better physical well-being effectively.
- Safeguarding policies and procedures fully meet requirements and are exemplary.
- The local authority knows the school well, offering support a number of times over the school year.
- **The governance of the school:**
  - Governors are well informed and possess the skills and expertise from a range of professional backgrounds to challenge and support leaders appropriately, asking searching questions, including holding leaders and teachers to account for the quality of teaching and learning in the school. Governors make a meaningful contribution to the way in which leaders check on the effectiveness of the school's performance, and help to set priorities for development.
  - Governors have an accurate view of the quality of teaching, its strengths and areas for improvement, and how this impacts on pupils' performance. They use this information to ensure that performance management for teachers is rigorous and robust and check that teachers' salary increases are linked to their performance. They know how well different groups of pupils achieve, including disadvantaged pupils. Governors have exercised good financial monitoring.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good. Staff set high standards to which pupils respond well, showing high levels of respect and friendliness to adults, visitors and their classmates. This ensures a happy, welcoming and harmonious school, committed to success for all its pupils.
- Pupils' behaviour in the playground, in the dining hall and as they move around school is extremely good. They are polite and courteous, showing excellent manners and are sociable. They look after and care for each other well, showing respect and understanding for everyone.
- Pupils' good behaviour in the additional resource centre has a positive effect on the progress they make in school.
- The responses to the on-line questionnaire show that nearly every parent thinks that pupils' behaviour is good, that they are kept safe at Tyneview, and that there is no bullying of any kind.
- Pupils have a clear understanding of the school's systems to manage behaviour and are aware of the different types of bullying they may encounter, including cyber bullying. They are confident that when very occasional incidents do occur, they are resolved by staff quickly and effectively.
- Pupils' attitudes to learning are usually very good across the school, but occasionally a few pupils become disengaged from learning, lose concentration or are too slow to respond to instructions from the teacher.

**Safety**

- The school's work to keep pupils safe and secure is outstanding. It is typified by the friendly and harmonious atmosphere around the school and in the additional resource centre. Pupils report that they feel very safe in school and know how to stay safe out of school.
- Pupils value the range of visitors to the school and the information they receive in assemblies and in lessons to help them stay safe both in and out of the school. Their knowledge about the safe use of the Internet and social networking sites is good.
- The school has worked very effectively alongside other local schools to introduce a range of strategies to promote good attendance. As a result, rates of attendance have rapidly improved and are now currently just below average and rising.

**The quality of teaching is good**

- Teaching is good across the school. Teachers have high expectations of what pupils can achieve and ensure that the pace of learning and level of challenge usually enable pupils to concentrate and be fully involved in learning. However, this is not always the case and occasionally there is insufficient challenge for some pupils, especially the most able, and sometimes the pace of learning slows. This variance over time has resulted in pupils' rates of progress and the standards reached not being high enough in the past.
- In mathematics, basic skills are taught well and consolidated regularly, such as in a Year 6 lesson which used information on distances and time from a current and ongoing visit to Finland to retrieve information by calculating to 2 decimal places. In Year 5, pupils successfully applied different strategies of calculation to solve multi-step word problems and in Year 1 pupils wrote number sentences for dividing by 2, inspired by sharing an ogre's jewels between superheroes. Although pupils are given frequent opportunities to consolidate and use their calculation skills, there are fewer opportunities to apply them in more open-ended problem-solving activities.
- Pupils write enthusiastically and with imagination as a result of both excellent teacher knowledge and the exciting resources chosen to engage pupils. In a Year 6 lesson, pupils made outstanding progress in their ability to use different grammatical features when writing an opening for a story because of clear targets set for the lesson, appropriate challenge, and the teacher's excellent questioning. Although teaching is now enabling pupils to make good progress in their reading across the school, many pupils got off to a slow start because a programme for the teaching of letters and the sounds that they make was not systematic or rigorous enough.
- Pupils' progress in lessons is checked on well, often through excellent questioning, and this provides an accurate picture of what pupils have grasped, can do, and what their next steps in learning will be. Some teachers have the confidence to change what they had planned to do and move on quickly or consolidate learning further as a result of ongoing assessment during lessons.
- Marking of work is thorough and regular, and usually of a high standard in both English and mathematics books. This is not yet consistently the case across the whole school, because occasionally some marking

does not provide pupils with clear information on how well they have done; the next steps they need to take in their learning or provide them with further challenges.

- Teachers insist on high standards of behaviour and manage their classes well. This establishes a learning atmosphere that allows pupils to make good progress because they are keen to succeed by working hard. Relationships are good and levels of trust are high; pupils listen attentively to adults and to each other, such as in a Year 5 class assembly when pupils sensibly discussed important issues such as 'Are we in charge of life?' Their spiritual, moral and social development is promoted very well.
- Teachers and support staff work very well together to give timely and constructive advice to pupils, including disabled pupils and those with special educational needs. Support staff in Tyneview are skilled at identifying when a pupil needs extra support or is losing concentration, and are adept at intervening, prompting and supporting pupils' learning. This ensures that pupils have the guidance and challenge that they need to make good progress. Pupils appreciate this support and report that they enjoy learning and that teachers make lessons fun. Parents feel that children are taught very well.
- Teaching in the additional resource unit is consistently good and sometimes outstanding. Pupils are supported and guided by staff effectively. Work is well matched to their particular needs.

### **The achievement of pupils is good**

- Pupils start Key Stage 1 with skills slightly below what is expected for their age. Most pupils now make good progress as they move through school. Data show that the proportion of pupils reaching a good level in reading, writing and mathematics at the end of Key Stage 1 are broadly in line with all pupils nationally. By the end of Key Stage 2 standards are broadly average, although there was a dip last year in English punctuation, grammar and spelling. The school's own tracking data and work in books show that the progress pupils make in their learning is now strong across every year group in school.
- In Key Stage 1, pupils are making good progress in using their imagination to write creatively, such as when a group of Year 1 and 2 pupils used interesting words to start their story and set the scene in a piece of work based around 'Charlie Stinky Socks and the Terrible Secret'. Pupils are beginning to make faster progress in their knowledge of letters and the sounds that they make, but have not yet got off to a fast enough start in their reading.
- Pupils in Key Stage 2 now make consistently good progress because of the good teaching, high expectations and pupils' good attitudes to learning. Assessment information and work in books indicate that current standards at the end of Year 6 are broadly average in reading, writing and mathematics, which represents good progress from where they were at the end of Key Stage 1.
- Reading is taught effectively, although pupils are still catching up after too slow a start. Basic skills are practised and reinforced regularly, and older pupils are developing their fluency and understanding of what they are reading, whether reading for pleasure or researching other subjects.
- All groups of pupils make similarly good progress across the school, although occasionally work for the most-able pupils lacks sufficient challenge, or they are prevented from moving on quickly by being required to listen to further instructions. The proportion of pupils reaching above average levels of attainment in writing by the end of Year 6 is similar to the proportion nationally, but it is below in reading, mathematics and English grammar punctuation and spelling.
- Early identification of pupils who are at risk of falling behind enables the school to make effective provision for pupils who have special educational needs or who are disabled. These pupils make mostly good progress because they are given activities well matched to their individual ability and needs and are supported extremely well.
- As a result of highly effective teaching in the additional resource unit, pupils make good progress in their learning.
- The gap between the attainment of disadvantaged pupils and other pupils in the school and other pupils nationally is closing. Data from 2014 show that disadvantaged pupils in Year 6 were ahead of their classmates in mathematics and writing, but nearly a term behind in reading. They were about a term behind all pupils nationally in reading and mathematics, but in line in writing. In English grammar, punctuation and spelling, disadvantaged pupils attained in line with their classmates, but were a year behind all pupils nationally. The gap between these groups of pupils in other year groups is narrowing, although it does vary from year group to year group.
- The gap between disadvantaged pupils and their classmates is narrowing because the school uses the pupil premium funding very effectively to support individuals and groups of pupils' academic and all-round development in a variety of ways.

**The early years provision****is good**

- Children make a good start to their education in the early years. They enter Nursery with knowledge and skills that are below those typical for their age, but there is some variation within each year group. As a result of good teaching, good provision and an exciting and vibrant learning environment indoors and outdoors, children make good progress and leave the Reception class with skills slightly below those usually found. Standards are beginning to rise.
- Positive relationships between staff, children and parents are a strength of the early years. This helps children develop confidence and a positive attitude to school and to learning. During the inspection, children worked and played happily together, sharing equipment and talking confidently to each other and to adults.
- Teaching is now good and improving. Staff encourage children to experiment and become more independent through well-established and consistent routines. Activities are organised so that there is an effective balance of activities led by adults and those chosen by children for them to explore and practise the skills they learn as they play. Support staff are well deployed, and extend the quality of learning and help to develop children's speaking and listening skills effectively.
- Interactions between adults and children are excellent. A range of thoughtful questioning was observed as adults played alongside children, supporting and extending their learning. As a result, behaviour is generally good because children are interested and challenged.
- Basic skills in reading, writing and number are now promoted effectively through a range of interesting activities. This has not always been the case when the teaching of letters and the sounds that they make has not been rigorous enough to allow the children to make a fast enough start in reading. During the inspection, children wrote confidently in a range of areas and activities that were open to them, such as listing and counting animals in the Discovery Area. Another group of Reception children worked with the teacher to write about the previous day's trip to the pantomime, one child writing 'I liked Muddles. He was funny.'
- All groups of children make good progress in the early years, including the most able and those with special educational needs or who are disabled. Any specific needs are now quickly identified and activities planned to ensure that their needs are met. Links between home and school are strong.
- The leadership and management of the early years are very good and staff are constantly and enthusiastically seeking improvements. The newly appointed early years leader knows the strengths and weaknesses of the provision, accurately measures the progress children are making in their learning, and has well thought through plans to further improve the setting. She has already introduced actions to accelerate children's progress in early reading skills, and to identify quickly children requiring extra support.
- The provision is checked regularly to make sure children are safe. Staff are well trained.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	108470
<b>Local authority</b>	Newcastle Upon Tyne
<b>Inspection number</b>	448372

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	233
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ammar Mirza
<b>Headteacher</b>	Stephen Gittins
<b>Date of previous school inspection</b>	26 April 2010
<b>Telephone number</b>	0191 262 6227
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