

Chopwell Primary

Derwent Street, Chopwell Tyne and Wear NE17 7HS

Inspection dates

12-13 September 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, senior leaders and governors have very successfully focused on improving the quality of teaching and raising achievement. Consequently, the school continues to improve.
- Children enter the Nursery with skills below those typical for their age. From their starting points all groups of pupils make good progress as they move through the school and achieve well.
- Excellent systems are in place which ensure pupils' progress is tracked rigorously and consistently across the school.
- Good teaching and the use of a range of attractive resources engages pupils' interest and enables them to make good progress.
- The curriculum is rich and the links with schools overseas ensures pupils are well equipped to become global citizens.
- Pupils' behaviour is typically good in lessons and around the school. Pupils show respect and kindness towards each other, staff and visitors. Pupils, rightly, say that they feel very safe in school.
- Teachers know their pupils well, relationships are good and classes are very well managed.

It is not yet an outstanding school because

- Teaching is good rather than outstanding.
- In some lessons, pupils have insufficient time to learn on their own, questioning does not always fully extend their understanding and work is not always precisely matched to their abilities.
- Pupils' progress in English, although good, is not as rapid as that in mathematics.
- New approaches to the teaching of reading have not yet been refined and become fully embedded in the school's work.
- The skills of teaching assistants are not always used fully, particularly in the teaching of reading.

Information about this inspection

- Inspectors observed 10 teachers teaching 15 lessons, two of which were joint observation with the headteacher. In addition, they visited specialist sessions teaching the links between letters and sounds and listened to pupils read.
- Meetings and discussions were held with groups of pupils, members of the governing body, the local authority and school staff.
- Inspectors observed the school's work, and looked at pupils' books, progress data, safeguarding information and 10 parents' responses to the online questionnaire (Parent View).

Inspection team

Ann Ashdown, Lead inspector

Additional inspector

John Pattinson

Additional inspector

Full report

Information about this school

- This is smaller than the average-sized primary school where boys outnumber girls by almost 2:1. A well above average proportion of pupils are known to be eligible for pupil premium. A well below average proportion of pupils are from minority ethnic backgrounds and a similar proportion speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is well above average. The proportion supported at school action plus, or with a statement of special educational needs, is well below average.
- The school meets the government's current floor standard, which sets out the minimum expectations for attainment and progress.
- A Children's Centre shares the school's site. It is not managed by the school's governing body and did not form part of this inspection.

What does the school need to do to improve further?

- Improve teaching from good to outstanding by:
 - always giving pupils an appropriate balance of opportunities to learn independently as well as listen to their teacher
 - asking more open and complex questions to extend and deepen pupils' understanding
 - ensuring work is even more closely matched to pupils' levels of ability.
- Further improve pupils' achievement in English by;
 - embedding and refining the recently introduced, more structured approach to the teaching of reading
 - making more use of the skills of teaching assistants and ensuring they are fully involved in the teaching of reading.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress and achieve well in lessons. Most work hard, answer questions readily and concentrate on what they are doing.
- Children in the Nursery class quickly become confident learners in the 'courtyard', which provides a stimulating outdoor learning environment. Indoors they were seen clearly enjoying learning as they tracked down the evidence of 'aliens' who had visited their classroom.
- In a Year 6 lesson, pupils made good progress and really enjoyed learning when they worked in pairs to solve problems and crack mathematical codes.
- From starting points which are below age-related expectations children make good progress in the Early Years Foundation Stage and Key Stage 1 to reach attainment which, although often remaining below, is closer to average at the end of Year 2.
- In Key Stage 2 this good progress continues and pupils reach average and sometimes above average attainment in tests and assessments. Progress is particularly rapid in mathematics due to skilled teaching and thorough tracking of pupils' progress.
- Attainment in reading is typically below average at the end of Key Stage 1 but is broadly average by the time pupils leave school. New approaches to the teaching of reading are already having a positive impact on attainment but have yet to be fully refined and become embedded in the school's work.
- All groups of pupils, including the well below average number of girls in the school, pupils with disabilities and those with special educational needs and those in receipt of the pupil premium achieve as well as their peers. They are given timely and constructive individual help from teachers and, in some classes, from teaching assistants. However, the skills of teaching assistants are not always fully utilised in all classes, particularly in the teaching of reading.

The quality of teaching is good

- Teaching, including that of English and mathematics, is consistently good across the school, which is why pupils are making good progress and achieving well.
- Teachers manage their classrooms very well, lessons are carefully structured and good use is made of a range of interesting resources to engage pupils' interest.
- The many pictures displayed in school of pupils engaged in learning are a testament to their enjoyment of school. In the Nursery class it was clear that even the children who started school the previous week had already settled very quickly into the very clear school routines.
- Each school day begins with an activity which very successfully promotes pupils' social, moral, spiritual and cultural development and helps to build their confidence. In one of these activities, for example, Year 6 pupils unhesitatingly explained why 'I know I am valued at school'.
- Teachers monitor pupils' progress carefully and check their learning regularly. Books are marked thoroughly and pupils are given useful pointers on how to improve their work further.
- In the best lessons work is carefully matched to the needs of all pupils, activities are challenging and perceptive questioning extends pupils skills and understanding.
- In a few lessons the pace of learning is slightly slower when questioning is not as skilled, work is less challenging and is less well matched to the needs of pupils of all abilities. In lessons where pupils were asked to listen for too long and had fewer opportunities to learn independently, progress was also slightly slower.
- A strong focus on the teaching of English and mathematics through imaginative sessions on the themes of 'Olympic Writing' and 'Formula 1 Maths' which are used consistently across the school, enable pupils to make good progress in these core areas of learning.

The behaviour and safety of pupils are good

- Pupils typically behave well at Chopwell Primary. In the playground, and in lessons, they share equipment sensibly, are polite and are sensitive to the needs of others.
- Pupils know how to keep themselves safe. They are well informed about different types of bullying and internet safety and have a sensible attitude to taking risks. Pupils are confident that any bullying in school will be dealt with quickly.
- Of the small number of parents who responded to the online questionnaire (Parent View) a small minority have concerns about behaviour in school. Inspectors' scrutiny of behaviour logs and other documents showed behaviour to be good and any incidents of challenging behaviour to be well managed by staff.
- Attendance is broadly average and most pupils arrive at school on time. Pupils say they feel safe in school and parents agree that school is a safe place to be.
- Staff manage pupils' behaviour very well. Pupils know the standards of behaviour that are expected in school and are keen to achieve rewards for good behaviour and extra effort. The 'Golden Leaves' that are given as house points are much prized.
- Pupils are keen to take responsibility. During the inspection all pupils were involved in selecting house captains and the newly appointed 'buddies' who help younger pupils, wore their yellow baseball caps with pride.

The leadership and management are good

- The very able leadership of the headteacher is instrumental in accelerating pupils' progress and bringing about school improvement.
- School self-evaluation is accurate and areas for development are quickly identified and acted upon. For example, strategies to improve progress in reading, although not fully embedded, are already having an impact on pupils' progress.
- Detailed systems to monitor pupils' progress are used consistently across the school. These very effectively identify those who need extra help to achieve their potential.
- Teachers' performance is well managed. Teaching is monitored closely and teachers receive good quality training and guidance to help them improve their skills.
- The local authority provides light touch support for this good school. It has provided valuable expertise in developing teachers' skills and improving the teaching of reading.
- All pupils have equal opportunities to succeed. This is evident in the good progress made by all groups of pupils including those in receipt of the pupil premium.
- The school's arrangements for safeguarding pupils are firmly in place and fully meet statutory requirements.
- The rich curriculum meets pupils' needs well. A clear focus on teaching English and mathematics combined with many creative and skills-based activities allows all pupils to succeed. A wide range of trips and visits, including those to France, Japan and China, add to pupils' enjoyment of learning. Their enthusiasm for doing 'Chinese Exercises' in the playground before school was evident and provided a lively start to the school day.

The governance of the school:

- Governors are very supportive of the school and know its strengths and weaknesses well.
 - They provide support and challenge for the headteacher in equal measure and their actions are having a positive impact on bringing about school improvement.
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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

Unique reference number	131107
Local authority	Gateshead
Inspection number	403622

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	200
Appropriate authority	The governing body
Chair	Michael McNestry
Headteacher	Bernadette Fellowes-Pryne
Date of previous school inspection	April 2008
Telephone number	01207 561322
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