

Inspection of Clover Hill Community Primary School

Glenhurst Drive, Whickham, Newcastle-upon-Tyne, Tyne and Wear NE16 5SJ

Inspection dates: 22 and 23 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Outstanding

This school was last inspected 15 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils who attend Clover Hill Community Primary School are confident, safe and happy. They enjoy coming to school. Leaders make sure that pupils are encouraged to 'reach for the stars and shine' every day. This important message is evident in the positive relationships between staff and pupils. Pupils believe that they can achieve whatever they set their minds to. Leaders, too, have high expectations of what pupils can achieve.

Leaders focus on building pupils' confidence and preparing them for life beyond school. Leaders teach pupils about the keys to being successful, such as showing resilience and trying new things. Pupils talk with enthusiasm about occasions when they have tried something new. They are proud of their own successes.

There is an exceptionally strong sense of community in the school. Parents, staff and governors talk about being part of the 'Clover Hill family'. This sense of community is most obvious in how pupils treat each other. Older pupils look after younger pupils during social times. Older pupils model positive behaviour and help younger children to cooperate and play together.

Pupils firmly believe that bullying does not happen here. They explain that staff are very clear about why bullying is wrong. Pupils explain that they are taught to 'put yourself in somebody else's shoes'.

What does the school do well and what does it need to do better?

Leaders have designed an ambitious curriculum. They decided that pupils must be clear about how what they learn in the classroom will help them in life. Making learning relevant to pupils is carefully threaded through different subjects. Pupils understand how what they learn in mathematics and physical education (PE) could be helpful to them in the future. Children in the early years are exceptionally well prepared to move into Year 1 through a carefully planned curriculum. Leaders have considered effectively how best to support children's language development. Children learn new vocabulary explicitly through 'never heard the word' activities.

Leaders ensure that reading is a high priority across the school. Adults read to pupils of all ages daily. Younger pupils are spellbound by story time. Children enjoy discussing the stories that they love. Leaders have ensured that staff are well trained in how to teach pupils to read effectively. Pupils who find reading more difficult are given extra support to help them to keep up with their peers. Children in the early years get off to a flying start with phonics. Leaders ensure that children are challenged to move on through the curriculum as soon as they are ready.

Teachers introduce new information clearly and have strong subject knowledge. They use questioning to check what pupils have remembered. In mathematics, for example, pupils value recap activities, where they can go over what they have already learned. In core subjects, assessment is used effectively to help teachers

check exactly what pupils have remembered. In some foundation subjects, the ways in which teachers check exactly what pupils know and remember are still being developed. Leaders in the early years, however, have robust systems in place to monitor how well children are learning the curriculum. They take action quickly to close gaps that children may have.

The behaviour of pupils is impeccable. They are motivated and engaged in lessons. They are courteous and respectful around the school. Older pupils enjoy their roles as buddies to younger children. They take this responsibility seriously. All pupils understand the importance of rules. They value being involved in setting their own rules in their 'class charters'. They have high expectations of their own and each other's behaviour.

Pupils across the school do not give up. Even the youngest children show resilience. When children find things difficult, their peers are ready to support them. They suggest different solutions and try them out together. Their perseverance pays off.

Leaders have ensured that pupils are exceptionally well prepared to be positive citizens. Staff deliver clear messages about tolerance and respect. These messages are threaded through all aspects of school life. Pupils talk maturely about equality. They believe that everyone deserves to be treated fairly. They understand, and are ready to challenge, discrimination in a variety of forms. Pupils appreciate visitors who come in to explain about their different faiths. Pupils understand their place in the community. They contribute to food banks and participate in local remembrance services.

Governors are well informed, and closely involved in the life of the school. They challenge and support school leaders effectively. Leaders have prioritised training and development for staff. Staff have a range of ongoing opportunities to continue to develop their subject and curriculum knowledge. Staff feel well supported by leaders. They feel that their well-being is considered. They can give examples of how they are helped to manage their workload. Parents appreciate the way that the headteachers are approachable and supportive. All staff are proud to be members of the Clover Hill Community Primary School community.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that staff are well trained in how to keep pupils safe. Staff know the risks that pupils might face and are alert to them. Pupils learn about online safety and how to keep themselves safe. External visitors talk to pupils about a range of different risks and how to manage them. All pupils have a trusted adult in school. Pupils understand that they should report any worries to adults.

Leaders closely monitor pupils who might be vulnerable. Leaders work with external agencies to make sure that pupils who might need extra support get it.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the ways in which teachers check with precision exactly what pupils have remembered over time are still being developed. Some gaps in knowledge may not be identified. Leaders should ensure that assessment in foundation subjects is closely matched to the curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	108363
Local authority	Gateshead
Inspection number	10211835
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair of governing body	Kevin Hay
Headteachers	Louise Hall and Ailsa Holden
Website	www.cloverhillprimary.org/
Date of previous inspection	28 June 2007

Information about this school

- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteachers and other school leaders, including the special educational needs and disabilities coordinator and the early years leader. They met with representatives from the governing body, including the chair. They also spoke with a representative from the local authority by telephone.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, languages and PE. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to

teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also looked at curriculum plans for some other subjects, including personal, social and health education.
- An inspector met with the headteachers about their responsibilities for safeguarding. They looked at records of actions taken by leaders to keep pupils safe. An inspector checked the single central record and documentation regarding safer recruitment.
- Inspectors spoke with a range of staff and pupils, formally and informally, throughout the inspection.
- Inspectors observed pupils at social times.
- Inspectors scrutinised a range of documentation throughout the inspection, including the school's self-evaluation and development plan and minutes of governors' meetings.
- Inspectors considered the responses to the staff questionnaire. They also considered the responses to Ofsted Parent View, Ofsted's online questionnaire.

Inspection team

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