

Tyneview Primary School

Address: Winslow Place, Off Titan Road, Walker, Newcastle-upon-Tyne, Tyne and Wear, NE6 3QP

Unique reference number (URN): 144272

Inspection report: 13 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Over recent years, pupils have achieved above national levels of attainment at the end of key stage 2 in reading, writing and mathematics. Of note, is the significant achievement of disadvantaged pupils. Most achieve more highly in national curriculum tests than their non-disadvantaged peers nationally. Pupils, including pupils with special educational needs and/or disabilities, progress very well from their individual starting points.

Pupils outcomes in phonics over recent years has been broadly in line with national averages. Many children join the school in the early years below age-related expectations. Leaders prioritise the development of language and communication skills for these children. They ensure that provision secures the essential early knowledge pupils need for future learning. This helps pupils to catch up and keep up with their peers.

Pupils effectively progress through the curriculum. They revisit prior learning regularly and build a detailed and coherent body of knowledge across all subjects. This prepares them well for their transition to secondary school.

Curriculum and teaching

Strong standard ●

Leaders have a well-informed understanding of the quality of teaching pupils receive. They develop, with skill and precision, the most fundamental aspects of the curriculum focused on spelling, handwriting and basic mathematical knowledge. This ensures that pupils secure the essential knowledge they need to succeed as they progress through the curriculum. In recent years, there has been significant development of the curriculum. This has enriched pupils learning experiences in subjects, such as history and art and design.

Leaders have established an ambitious, broad and balanced curriculum that is clear and logically sequenced. The key knowledge pupils learn builds progressively. High-quality teaching ensures that pupils secure this knowledge so that they are well prepared for transition from the early years to key stage 1 and beyond.

Leaders prioritise the teaching of phonics. They ensure that staff receive the professional learning and support they need to teach phonics well. Pupils who need extra help with their reading, get it. This helps them become confident and fluent readers.

Teachers present new information clearly. They make highly effective choices about which teaching strategies to use. They have a secure subject knowledge. This allows teachers to check pupils' understanding and develop pupils' knowledge and skills successfully.

Early years

Strong standard ●

Leaders have established a welcoming early years environment, for 2-year-olds through to children in the Reception Year. Staff develop positive partnerships with parents and carers. This helps children to feel safe and well cared for. Leaders have informed the design of the early years provision with their considerable knowledge of children's needs. This skilfully

designed and well implemented provision offers meaningful learning opportunities that secures children's progress through the curriculum, from 2-years-old to the end of the Reception Year.

The school's early years curriculum develops children's knowledge and skills across the 7 areas of learning. Leaders understand the fundamental importance of developing children's language and communication. Staff are skilful in engaging children in high-quality talk. They are quick to engage with children who lose focus, intervening to help these children reengage with learning. Teachers design adult-led activities to introduce new concepts and secure children's basic knowledge and skills. For example, in mathematics and in developing children's fine motor skills. The outdoor environment enriches children's learning through play and well-considered activities.

Leaders prioritise reading. In the Reception Year, children are taught to read using phonics by highly skilled staff. They give those children who need it extra help with their reading. This enables these children to keep up with their peers and become confident, fluent readers.

Inclusion

Strong standard ●

Leaders are rigorous and precise in the identification and assessment of pupils' individual needs. This includes for pupils with special educational needs and/or disabilities and pupils who are known or previously known to social care. Leaders use their expertise and sensitivity with pupils, parents and carers. An effective strategy to support disadvantaged pupils, along with collaboration with external professionals when needed, strengthens this work and ensures pupils receive timely, productive help.

Leaders have a deep understanding of pupils' needs. This insight enables leaders to successfully remove barriers to pupils' learning and wellbeing. They do this in a swift and skilful manner. Leaders monitor and evaluate the effectiveness of support for vulnerable pupils. This informs ongoing refinement of the help staff provide. It enables leaders to sustain impact on pupils' achievement.

Staff receive high-quality professional learning to enhance their expertise, hone their approach to meeting pupils' individual needs and removing barriers to learning. This is firmly embedded in staff practice and makes a significant contribution to the progress of vulnerable pupils.

Leaders work effectively with the virtual school to provide tailored support for children in care. Pupils in the specially resourced provision with special educational needs and/or disabilities follow a personalised curriculum, appropriate to their needs. They join mainstream lessons and receive specialist teaching, which enables them to achieve well from their starting points.

Leadership and governance

Strong standard ●

Leaders are rigorous in their evaluation of the school's provision. This enables them to understand the school's strengths and identify areas for improvement. In determining school priorities, leaders act in the best interests of pupils, identifying actions that will have the

greatest impact on pupils' achievement and wellbeing. Leaders, at all levels, have established a culture of ongoing improvement and are relentless in pursuit of the highest quality provision possible.

Trustees perform their statutory duties with rigour and intelligence, informed by a clear vision for the school. Local governors support trustees well. They are forensic in their scrutiny of school provision. Together, trustees and local governors provide a high level of support and challenge for school leaders. This helps to ensure that school leaders' actions bring about continuous improvement.

Leaders provide high-quality, research-led professional learning for staff. The trust's research school enhances this programme of work. Leaders align professional learning with school improvement priorities. They provide opportunities for teaching and non-teaching support staff to develop their expertise. This professional learning programme makes a significant contribution to the school's continuous improvement.

Leaders value staff highly. They prioritise staff wellbeing and support staff to manage their workload. Leaders have established an inclusive and positive staff culture in which staff feel respected. Staff show genuine care and commitment to pupils. They are supported well by leaders and enjoy working at the school.

Personal development and wellbeing

Strong standard 

Leaders prioritise pupils' personal development. They have developed a comprehensive and high-quality personal development programme. It is informed by pupils' needs and the context of pupils' lives. The programme begins in the early years, where it supports children's personal, social and emotional development. Leaders adapt the programme to ensure that it has impact on the knowledge and skills that pupils need. Pupils benefit from an age-appropriate relationships education. This gives them a deep and secure knowledge of healthy and unhealthy relationships. Pupils also develop a detailed knowledge of how to keep themselves safe, including online and in the local community.

Pupils learn about people from different cultures and religions. They gain a secure knowledge of why it is wrong to discriminate against others, including based on sex and race. Pupils learn about fundamental British values. They develop an understanding of the importance of democracy and the country's laws. By the end of key stage 2, pupils develop a deep-rooted understanding of what it means to be an active citizen in modern Britain. They respect others and speak and act with integrity.

Leaders and staff provide pupils with excellent pastoral support. Of particular note is the school's use of 'coaching circles'. Pupils are part of mixed-age groups that meet 3 times a week to discuss prevalent issues and concerns. Pupils enjoy this distinctive feature of school life. It gives them a voice and develops their oracy. It also makes a significant contribution to all pupils' wellbeing, self-worth and sense of belonging.

The school's personal development programme gives pupils a wealth of enrichment opportunities. These include cultural and residential trips and visits that broaden pupils'

horizons. This has a hugely positive impact on pupils' lives, including those of disadvantaged pupils, developing their confidence and aspirations for the future.

Expected standard

Attendance and behaviour

Expected standard

A rigorous and highly effective attendance strategy has been developed from leaders' detailed knowledge of pupils and families. Leaders and staff promote high attendance. They work tirelessly with pupils, parents and carers to remove individual pupils' barriers to regular attendance. Overall, the impact of their work is improving attendance. However, persistent absence rates for some pupils still needs to be a focus for leaders so that these are reduced.

Leaders have established a calm and orderly environment. They have embedded routines that support a friendly and respectful culture. Staff have high expectations of pupils' behaviour. Staff implement these expectations with fairness and consistency. Leaders adjust their approach for pupils with significant social and emotional needs. This ensures that these pupils can meet the school's high expectations over time. Pupils behave very well. Discrimination, bullying and other forms of hurtful behaviour are rare. When they do happen, leaders deal with them swiftly and effectively, so they do not persist.

Pupils display positive attitudes to their learning. They show interest in developing their knowledge and understanding as they focus on their work in lessons. Pupils take both an inquisitive and resilient approach to the completion of their work.

What it's like to be a pupil at this school

From the early years, pupils achieve well. By the time pupils leave at the end of Year 6, they are well prepared for their secondary education. At the end of key stage 2, pupils achieve highly, including disadvantaged pupils. Pupils with special educational needs and/or disabilities progress well from their starting points. Pupils develop the knowledge and skills that they need for future success. They enjoy learning and benefit from high-quality teaching that meets their individual needs. Pupils read texts they can relate to. These widen their horizons and inspire them. Pupils develop a real commitment to their learning.

Pupils participate fully in school life. They enjoy visits to museums and places of worship, African drumming and residential trips to London and abroad. Such a diverse range of activities and experiences enriches pupils' education. Pupils help to shape the school's development. They elect a school council that works in collaboration with school leaders to develop the quality of provision. Recently, the school council has been central to a review of school lunches and the purchase of outdoor equipment. Moreover, pupils form trusting relationships with staff, who know and value them as individuals. Pupils belong to a school with a deep and genuine community spirit.

Pupils flourish as they attend regularly and behave in an exemplary manner. Bullying is rare. When it does happen, leaders deal with it effectively. Pupils feel safe. They show kindness and respect to each other. They meet in mixed-age groups to discuss their hopes and concerns and reflect on their experiences. This makes a significant contribution to a culture in which pupils support each other's wellbeing. Pupils develop confidence and resilience. Indeed, the school prepares pupils well to become active and respectful citizens.

Next steps

- Leaders should ensure that they continue to have a central focus on reducing levels of persistent absence, particularly for disadvantaged pupils.
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About this inspection

This school is part of the NEAT Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Steve Haigh, and overseen by a board of trustees, chaired by Anne McNall.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the deputy headteacher, the head of the trust's research school, the chief executive officer of the trust, the chair of the board of trustees, the chair of the local governing committee and other members of the local governing committee during the inspection.

The inspectors confirmed the following information about the school:

The school includes provision for 10 pupils with autism in a specially resourced provision for pupils with special educational needs and/or disabilities (specially resourced provision). At the time of this inspection, there were 8 pupils in the specially resourced provision.

The school uses no alternative provision.

Headteacher: Vashti Sergison

Lead inspector:

Ian Rawstorne, His Majesty's Inspector

Team inspectors:

Chris Mitchinson, Ofsted Inspector

Victoria James, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 13 January 2026

School and pupil context**Total pupils**

262

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

300

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

58.72%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.34%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

15.65%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	61%	Above
2024/25 (revised)	77%	62%	Above
2023/24 (final)	77%	61%	Above
2022/23 (final)	83%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	74%	Above
2024/25 (revised)	87%	75%	Above
2023/24 (final)	84%	74%	Above
2022/23 (final)	87%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	72%	Above
2024/25 (revised)	77%	72%	Close to average
2023/24 (final)	84%	72%	Above
2022/23 (final)	83%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	73%	Above
2024/25 (revised)	90%	74%	Above
2023/24 (final)	81%	73%	Above
2022/23 (final)	87%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	46%	Above
2024/25 (revised)	75%	47%	Above
2023/24 (final)	79%	46%	Above
2022/23 (final)	85%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	62%	Above
2024/25 (revised)	83%	63%	Above
2023/24 (final)	84%	62%	Above
2022/23 (final)	85%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	59%	Above
2024/25 (revised)	75%	59%	Above
2023/24 (final)	84%	58%	Above
2022/23 (final)	85%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	87%	60%	Above
2024/25 (revised)	92%	61%	Above
2023/24 (final)	84%	59%	Above
2022/23 (final)	85%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	79%	68%	12 pp
2024/25 (revised)	75%	69%	6 pp
2023/24 (final)	79%	67%	12 pp
2022/23 (final)	85%	66%	19 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	84%	80%	5 pp
2024/25 (revised)	83%	81%	3 pp
2023/24 (final)	84%	80%	4 pp
2022/23 (final)	85%	78%	7 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	81%	78%	3 pp
2024/25 (revised)	75%	78%	-3 pp
2023/24 (final)	84%	78%	7 pp
2022/23 (final)	85%	77%	8 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	87%	80%	8 pp
2024/25 (revised)	92%	81%	11 pp
2023/24 (final)	84%	79%	5 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	85%	79%	6 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	6.6%	5.2%	Above
2023/24 (3 term)	7.5%	5.5%	Above
2022/23 (3 term)	7.9%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	17.3%	13.3%	Above
2023/24 (3 term)	26.2%	14.6%	Above
2022/23 (3 term)	27.4%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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