

# Newbottle Primary School

## Inspection report

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<b>Unique Reference Number</b>	108801
<b>Local Authority</b>	Sunderland
<b>Inspection number</b>	356428
<b>Inspection dates</b>	30–31 March 2011
<b>Reporting inspector</b>	Kate Pringle

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

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<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>	471
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jane Wilson
<b>Headteacher</b>	Mr Graham Stephenson
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Houghton Road Newbottle, Houghton le Spring Tyne and Wear DH4 4EE
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## Introduction

This inspection was carried out by four additional inspectors. Twenty lessons and 14 teachers were observed. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work and looked at pupils' books, assessment information, policies and procedures, school development plans and updates of pupils' progress. Views of stakeholders were also considered through questionnaire responses from 135 parents and carers, 27 staff and 100 pupils.

- How effectively provision in the Early Years Foundation Stage enables children to make good progress.
- How effectively teaching provides for the needs of differing abilities in order to secure good progress for all groups, particularly boys and girls, higher attainers and pupils with special educational needs and/or disabilities.
- How well the curriculum, guidance and support for pupils contribute to their developing skills and understanding.
- How effectively all leaders fulfil their responsibilities to improve the provision and outcomes for pupils.

## Information about the school

This is a larger than average-sized primary school in which the proportion of pupils known to be eligible for free school meals is lower than average. The majority of pupils come from a White British background. The proportions of pupils from minority ethnic groups or who speak English as an additional language are well below average. The proportion of pupils with special educational needs and/or disabilities is lower than average and few pupils have a statement of special educational needs.

Over the last three years the school has gained the Gold Anti-bullying Charter Mark, the Activemark, Healthy School status, Basic Skills and the International School Foundation awards.

**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?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a satisfactory school. It has many good features which are demonstrated in pupils' good personal development, which results from well-directed care, guidance and support. A welcoming environment provides a positive climate in which pupils play and learn. The vast majority of parents and carers recognise that the school supports their children well and keeps them safe. Pupils attend well and their behaviour is good.

Provision in the Early Years Foundation Stage is good, and the good progress children make ensures they enter Year 1 with skills in line with others of their age nationally. Overall outcomes for pupils are satisfactory because progress throughout the main school is satisfactory. Pupils leave Year 6 with average attainment. It is higher in reading and mathematics than in writing. There is variable progress between classes and subjects due to variations in the quality of teaching and learning. Procedures for assessment and the tracking of pupils' progress are in place. Currently, assessment information is not used effectively enough by teachers in lessons to ensure sufficient challenge for all pupils on an individual basis. Additionally, marking sometimes does not provide pupils with information to guide them towards their next steps in learning. There are particular strengths in the curriculum, for example, pupils' prowess in sport is exceptional and their use of information and communication technology (ICT) is good. Although the curriculum is developing, it does not yet provide sufficient opportunities for pupils to investigate and solve problems or to use and develop their skills in literacy and numeracy to best effect in different subjects.

The headteacher motivates staff successfully. The delegation of leadership responsibilities is supported well through professional development, and leaders work effectively together to address identified areas for action. Self-evaluation is largely accurate leading to successful actions that have resulted in good improvements in teaching and learning. A cycle of focused support, linked to the monitoring of lessons, has raised the proportion of good teaching and learning. In addition, there have been significant improvements in pupils' attainment in reading and mathematics at the end Year 6, in writing at the end of the Early Years Foundation Stage and a rigorous assessment system that tracks the progress of pupils accurately. Overall, this means that the school has a good capacity to improve.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment across the school, especially in writing, by:

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- having consistently high expectations of progress for all pupils, in particular boys and those capable of higher attainment
  - improving the use of assessment data to plan challenging activities that are well matched to pupils' individual abilities, especially the more able
  - ensuring that pupils understand their targets and that marking clearly indicates success against these and consistently provides guidance on what they need to do to improve.
- Ensure that teaching is of consistently good or better quality, by:
- assuring good pace in lessons and giving pupils more time to carry out their individual tasks
  - increasing opportunities for pupils to work together to investigate and learn using practical and investigative tasks, to enable more independent learning
  - increasing links between subjects to develop pupils' basic skills.

**Outcomes for individuals and groups of pupils****3**

Pupils' achievement is satisfactory. The overwhelming majority of pupils say that they enjoy school and the many opportunities it offers them. They have positive attitudes and their good understanding of action and consequence ensures that their behaviour is good. They engage positively in tasks set by their teachers, especially those in which they are encouraged to be independent and creative. From their below expected starting points children make good progress in the Early Years Foundation Stage. Overall, pupils make satisfactory progress across Key Stages 1 and 2. By the end of Year 6, pupils excel at reading but their attainment in writing is lower. Attainment overall is average.

Improvements in the teaching of mathematics have resulted in pupils' attaining average standards in the subject. Overall, boys' attainment is lower than that of girls. Pupils with special educational needs and/or disabilities make satisfactory progress in line with their peers. However, particularly in writing, those of higher ability do not make the fast progress of which they are capable. This is because expectations of their progress are not high enough and assessment information is not always effectively used to challenge these pupils.

Pupils speak confidently about keeping safe and healthy. Many of them take up opportunities to engage in additional physical activities to keep fit, and take increasing responsibility for their personal safety, for example, as they learn about the potential dangers of the internet and engage in cycling proficiency. Attendance is above average and pupils enjoy opportunities to contribute to their school through responsibilities, such as school councillors and as buddies. Pupils regularly participate in local events and their communication with a school in Africa is increasing their understanding of differing communities globally.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Positive relationships support pupils' good attitudes to learning. They are eager to please and engage well in activities. An increasing proportion of teaching is good or better. However, there are still some inconsistencies in its quality across the school and this leads to variable progress across different groups and subjects. In well-taught lessons, there is good pace and teachers provide opportunities for pupils to practise and consolidate their learning through activities, which promote independent work and develop skills in problem-solving. In such lessons, high expectations quicken pupils' progress. In satisfactory lessons, progress slows because teachers tend to dominate lessons with explanations and leave little time for pupils to engage actively in practical activities. Assessment of learning is rigorous and teachers know the levels at which individual pupils are working. However, this information is not always used effectively enough to provide individual challenge. Marking does not give pupils sufficient information about their successes or their future steps in learning, nor is it linked well enough to pupils' individual targets.

Pupils learn skills across a broad curriculum, with new approaches for them to develop their understanding of links across subjects. Although there are increasing opportunities for pupils to use their skills in literacy and numeracy to support their learning, these are not yet sufficiently implemented to impact upon their progress and raise standards. Pupils understand the impact of ICT on their lives, as exhibited by one pupil who had a little pig

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emailing for help when wolf was at the door! A good range of activities enables pupils to extend their skills through, for example, gardening and drama. Visits, residential outdoor activities and welcoming visitors extend pupils' knowledge and understanding of opportunities possible outside of school.

Good quality care and sensitive pastoral support identify and address individual concerns speedily. This ensures that pupils feel well supported in their school life attend regularly and behave well. This is especially true for pupils whose circumstances make them vulnerable and those with special educational needs and/or disabilities. Effective links with parents, carers and outside agencies contribute to individual support. Induction into school and transition to secondary education are well addressed and enable children and pupils to transfer with confidence.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher has worked successfully with staff and the governing body to identify the school's strengths and weaknesses. Focused professional development has increased individuals' awareness of their roles and there is greater delegation and acceptance of responsibilities. Leaders are integral to monitoring and evaluating practice. They use their skills effectively to implement actions to improve provision and outcomes for pupils. For example, significant improvement in the quality of teaching has led to good improvements in pupils' progress, especially in reading and in mathematics. However, for boys and for the more-able pupils the pace of improvement has not been as rapid. This is because, although the rigorous tracking of attainment is shared with all teachers, not all of them use this as well as they might to effectively challenge pupils of all abilities or to raise expectations of their progress. This means that the promotion of equal opportunities is satisfactory rather than good. The school tackles discrimination satisfactorily. Overall, leaders have a good understanding of their successes and of where further improvement is needed.

Members of the governing body are visible in school and increasing their understanding and application of their role to improve provision and standards. They ensure that good arrangements are in place to safeguard pupils. All procedures fully meet requirements and pupils are reminded of safe practices on a daily basis.

Communication with parents and carers is good. The school provides high levels of support for families in crisis and employs a number of effective strategies to involve parents and carers in their children's learning. Good partnerships support different aspects of school life and contribute well to pupils' satisfactory and improving outcomes. Actions to

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develop links with other cultures and communities are well established, both locally and globally, including one with a school in Senegal.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

In response to the good provision, the majority of children make good progress and they leave reception with skills broadly in line with others nationally. This is a warm and friendly environment in which good relationships between children and staff nurture confidence and security. All adults provide good opportunities for children to learn as they explore activities, making responsible choices to learn independently. For example, children taking on roles in 'the vet's' used their learning of new vocabulary and improved their manipulative skills as they considered a poorly puppy's temperature and decided it needed to be bandaged. Staff use their recorded observations very effectively to identify the progress children make and to plan the next stages in their learning. They also share them with parents and carers, who have highly positive views of the provision, through well-presented learning journals. Activities within the school-run out-of-school provision are pertinent to the needs of young children who engage happily within the setting.

Good quality leadership and management ensure that robust strategies assure the safety of children and that staff work very effectively together as a team. Accurate identification of need means that improvement is continual. For example, assertive action to address the progress in writing has resulted in improved skills. This, together with improvements to the outdoor areas and the use of assessment to assure the individual good progress of children, supports the good capacity of the team to secure future developments.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 parents and carers who responded to the questionnaire were highly positive about the school. They greatly appreciate the care given to their children and are extremely confident that their children are happy and safe and that teachers meet their children's needs well. Few issues were raised by parents and carers and there was no obvious pattern to those raised. All were fully investigated and form part of the evidence base used to arrive at the inspection judgements.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newbottle 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 135 completed questionnaires by the end of the on-site inspection. In total, there are 471 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	90	67	42	31	3	2	0	0
The school keeps my child safe	92	68	41	30	1	1	0	0
My school informs me about my child's progress	67	50	66	49	2	1	0	0
My child is making enough progress at this school	76	56	55	41	3	2	0	0
The teaching is good at this school	84	62	49	36	0	0	1	1
The school helps me to support my child's learning	72	53	60	44	2	1	0	0
The school helps my child to have a healthy lifestyle	66	49	61	45	7	5	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)	62	46	63	47	5	4	0	0
The school meets my child's particular needs	69	51	63	47	3	2	0	0
The school deals effectively with unacceptable behaviour	68	50	59	44	5	4	0	0
The school takes account of my suggestions and concerns	55	41	70	52	5	4	2	1
The school is led and managed effectively	76	56	54	40	3	2	1	1
Overall, I am happy with my child's experience at this school	91	67	43	32	1	1	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



1 April 2011

Dear Pupils

**Inspection of Newbottle Primary School, Houghton le Spring, DH4 4EE**

Thank you for the warm welcome that you gave the inspectors when we visited your school recently. It was lovely to talk with you and find out how much you enjoy school. We were particularly impressed with the number of trophies you had won for many different sports and the opportunities you have for using laptops and webcams to help your learning. Children in the Nursery and Reception classes have a lovely time and make good progress. For most of you, your school gives you a satisfactory education that helps you to make satisfactory progress in your learning. You told us you felt safe because adults look after you well, and that you are confident about school because behaviour is good.

So that you can achieve higher standards we have asked your school to improve your progress, particularly that of boys and those of you who find learning easier than most. We have asked your teachers to help you become more involved in your learning, especially in writing. This means that the tasks they give you will have to match your different needs, and challenge you more. We have also asked them to make sure that when they mark your work they show you how well you have succeeded against your targets and give you a clear understanding of what you need to do next.

We have asked the senior teachers to make sure that all teaching is good across the school and that lessons have a good pace with more time for you to work on tasks in which you can investigate and problem-solve. You need to be able to use your skills in reading, writing and mathematics more when you work in different subjects so that you have the opportunity to apply the skills you have learnt.

We know that you will help your teachers to improve the school.

Yours sincerely,

Kate Pringle

Lead Inspector

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