

# Newcomen Primary School

## Inspection report

---

<b>Unique Reference Number</b>	111638
<b>Local Authority</b>	Redcar and Cleveland
<b>Inspection number</b>	356956
<b>Inspection dates</b>	16–17 June 2011
<b>Reporting inspector</b>	Graeme Clarke

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>	325
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Hilary Porter
<b>Headteacher</b>	Miss Kinga Pusztai
<b>Date of previous school inspection</b>	7 May 2008
<b>School address</b>	Trent Road Redcar North Yorkshire TS10 1NL
<b>Telephone number</b>	01642 484318
<b>Fax number</b>	01642 481089
<b>Email address</b>	<a href="mailto:newcomen_primary_school@redcar-cleveland.gov.uk">newcomen_primary_school@redcar-cleveland.gov.uk</a>

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	16–17 June 2011
<b>Inspection number</b>	356956

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors. They observed the work of 11 teachers in the school during short visits to parts of lessons and extended visits to 15 lessons. They joined two assemblies. They examined a variety of pupils' written and mathematics work. Inspectors held meetings with members of the governing body, teachers and a group of pupils. They scrutinised the school's child protection and safeguarding documentation, information about the curriculum, development plans, records of pupils' progress and minutes of meetings. They analysed 78 questionnaires from parents and carers, 137 from pupils in Key Stage 2 and 34 from members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Pupils' current attainment, particularly in writing.
- The extent to which all groups of pupils make more than expected progress during Key Stage 2.
- How effectively the curriculum has been adapted to provide a consistent and effective approach to teaching writing.
- The relationship between provision in the Early Years Foundation Stage and the exact extent of children's progress in all areas of learning.

## Information about the school

The school is larger than the average-sized primary school. A high proportion of pupils are known to be eligible for free school meals. An average proportion of pupils have special educational needs and/or disabilities although none have a statement of special educational needs. Almost all pupils are White British and others have mainly an Asian or Afro-Caribbean heritage. A small number of pupils are learning English as an additional language. After the school moved into a new building in 2009 a new headteacher took up her post at Easter 2010 followed by more recent changes to the senior leadership team. The school has gained Healthy School status, the Activemark mark, the Heartstart award, the Travel Plan gold award and the anti-bullying charter.

The governing body manages a breakfast club for pupils aged 3 to 11 years. Privately-organised child care provision adjacent to the school for children under five years of age and for older pupils before and after school was inspected separately; the report is available on the Ofsted website.

**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?**

**2**

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

**2**

## Main findings

Newcomen Primary provides its pupils with a good education. It is a rapidly improving school. The new headteacher has successfully created a strong staff team and, together with the governing body, they successfully work with a common purpose to foster a welcoming and caring ethos and implement the school's values of 'Believe, Achieve, Succeed'. Following an accurate and perceptive evaluation of the school, leaders and managers have successfully addressed the areas for improvement indicated at the last inspection and raised the quality of education it provides. The school has a good capacity for further improvement.

Pupils thoroughly enjoy learning: they participate enthusiastically and wholeheartedly in lessons where they work with commendable endeavour. Good learning and good progress has markedly improved attainment throughout the school after a dip following the last inspection. From very low starting points, pupils make good progress in mathematics as they move through the school and, within all year groups, a majority are reaching levels expected for their age. Progress in writing, and in reading especially, is notably good because a successful concerted effort to improve literacy has led more pupils to exceed levels expected for their age. Most aspects of pupils' personal development, including their spiritual, moral, social and cultural development, are good. Pupils feel safe as a result of the school's diligence in safeguarding their welfare. The school is calm and orderly because pupils behave well in classes and in the communal parts of the premises in and out-of-doors. They have a strong grasp of how to keep themselves healthy. Pupils contribute well to their school community and the locality although they have insufficient opportunities to foster their awareness of the diversity of life in the United Kingdom and overseas.

Good quality teaching throughout the school supports and consolidates all pupils' learning. However, occasionally opportunities are missed to extend pupils' understanding, or assessment information is not sufficiently used to plan activities to suit pupils' different abilities. When marking books, teachers always encourage pupils to improve their work in writing but only occasionally in mathematics. Good quality care, guidance and support underpin the good progress made by pupils with special educational needs and/or disabilities. Work within the curriculum widens pupils' horizons and enhances their reading and writing, but to a lesser extent their mathematical skills, throughout all subjects.

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

- Sustain and further improve pupils' good progress in reading and writing, and improve progress in mathematics by:

**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

- building activities into the curriculum to extend pupils' mathematical understanding
  - consistently using assessment information to plan activities that suit pupils' abilities
  - taking opportunities as they present themselves in lessons to extend pupils' learning
  - improving marking in mathematics to be of the same good quality as that in writing.
- Provide opportunities that widen the breadth of pupils' experience and understanding of the diversity of communities within the United Kingdom and overseas.

## Outcomes for individuals and groups of pupils

2

Pupils thoroughly enjoy school and value the way teachers support and help them. They are motivated to work industriously, for example, quickly settling to their tasks and producing writing of good and sometimes of excellent quality. Clear, legible handwriting skills and carefully laid out mathematical work characterise the way pupils present their work neatly. They happily take part in discussions and are keen to answer questions. They often speak to adults and their classmates articulately and confidently when describing their work. Pupils' learning and achievement are good.

Most children begin Nursery with skills and abilities much lower than those typical for their age with only a few attaining at expected levels. Since the last inspection pupils' attainment at the end of Year 2 has risen markedly. Sustained good progress in Key Stage 2 has enabled pupils to catch up on previous weaknesses and by Year 6 they attain broadly average levels and exceed their challenging targets. A large majority make good progress in reading with a minority showing outstanding improvement. However, fewer pupils exceed the higher National Curriculum attainment level in mathematics than in English. Pupils with special educational needs and/or disabilities make good progress, particularly in reading but less so in mathematics. Boys and girls make equally good progress.

Pupils are polite and courteous to others and respectful of property. They feel free from bullying and confident that adults will deal with any issues arising. They are also very aware of the dangers of misusing mobile phones and social networking internet sites. Pupils have a strong grasp of the importance of diet, personal hygiene and the benefit of physical activities to their health and well-being. Pupils make a major contribution to improving school life through their exceptionally effective school council and as volunteers around the school. They are rightly proud of their school community and contribute to the lives of others in their town.

**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

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<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>	3
<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?

Pupils' good learning and progress stem from teaching that is good overall. Where teaching is at its best, clear learning intentions are coupled with success criteria which are shared with pupils. Dramatic presentation, lively questioning and timely support from both teachers and teaching assistants evoke and sustain pupils' interest and lead them to work responsibly on their own or in groups and contribute well to discussions. In the best lessons, pupils' understanding is reinforced by effective reviews of their work and in turn they learn well. Occasionally, inconsistencies in the use of assessment to aid learning slow progress, for example, lesson planning does not always take sufficient account of information about pupils' abilities to design activities suitable for everyone. Occasionally, too, opportunities are missed to strengthen pupils' understanding and extend their learning. Teachers always praise pupils' accomplishments when marking pupils' written work and give useful pointers for improvement. However, they are not always linked to the next level and mathematics work is not consistently marked in the same useful way.

Strengths in the curriculum lie in the way a thematic approach is developing well with many activities during and after school that broaden pupils' experience, contribute to their enjoyment of learning and support their good progress. Pupils' improved attainment and progress, in English especially, stems from a successfully established systematic approach to develop writing skills. Assemblies, visitors, visits and partnerships, such as with the church, museums and health development agencies, expand pupils' spiritual, moral, social

**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

and cultural development. Opportunities to take part in residential outdoor activities and sports substantially contribute to developing pupils' physical and social skills. Adaptations tailored to support pupils with special educational needs and/or disabilities during intensive teaching sessions foster their good progress.

A caring environment prevails throughout. The confidence and progress of pupils whose circumstances may make them vulnerable are fostered very effectively. This is due to strong partnerships with parents and carers and with learning support agencies, careful identification of needs, and skilful teaching assistance. Sensitively managed counselling arrangements benefit significantly those pupils needing such specialist support. Worthwhile and well prepared activities during the morning breakfast club provide good opportunities for older pupils' personal development and younger pupils to be well cared for. The club has suitably qualified staff and the setting is well-matched to families' needs. Good transition arrangements successfully help pupils move from one stage to the next in school and then on to secondary education. Effective procedures, in partnership with the local authority's welfare service, encourage attendance and result in a very low level of persistent absence.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

In a relatively short time, senior leaders and governors have very successfully improved the school through their steadfast dedication to raising attainment and promoting effective teaching. Initiatives, for example, to lift reading and writing standards are thoroughly well established throughout the school. Rigorous monitoring and analysis of assessments are at the heart of thorough procedures for reviewing the school's strengths and setting priorities for development. Importantly, they fully involve members of the governing body working together with staff. The governing body benefits from the headteacher's and local authority's comprehensive reports, which together with their own programme of visits to see the school at work give an up-to-date perspective. Overall, governance is good. Leaders and managers are ambitious to improve pupils' progress and raise attainment further. They recognise clearly where there is more to do.

Effective partnerships, for example, with the local authority and support agencies, enhance the quality of education. The school successfully reaches out to parents and carers through bulletins, newsletters and meetings. Parents and carers appreciate the useful information and ideas the school offers to help them support their children's learning at home. Considerate relationships and assiduously followed safeguarding arrangements assure the welfare of all pupils and meet current guidelines for good

**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

practice. Of particular note is the way in which the curriculum promotes pupils' understanding of the importance of safe use of the internet and of looking out for themselves and others, such as when travelling to school and cycling on the road. The school strenuously avoids any discrimination and in turn equality of opportunity is good: all groups of pupils play a full part in school life and make similarly good progress. The governing body assures a satisfactory contribution to community cohesion, with clear strengths in fostering the school and local communities but less done to widen pupils' awareness of the diversity of life in the United Kingdom and in other countries.

*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>2</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children develop confidence and make good and sometimes outstanding progress from very low levels of ability when they begin Nursery. They make best progress in their personal development, creative development and in their knowledge and understanding of the world. Attainment at the end of Reception has improved markedly this year and is currently above levels expected for children's age, particularly in relation to their communication, language and literacy skills and their personal development. Children settle in quickly, behave well, play happily together, are highly motivated and thoroughly enjoy learning. They are contented and confident and achieve well.

Skilled teachers and teaching assistants promote good learning by making effective use of the well-resourced and organised indoor and outdoor facilities. They ensure that children learn in a carefully managed way that blends activities that they choose for themselves with well tailored and effective adult-directed activities. Lively teaching, focused on developing basic skills, such as letters and sounds work, counting and calculating, together with a good balance of well-arranged activities, stimulates children's imagination and enjoyment. Assessment is used conscientiously to track pupils' progress.



**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

Well qualified and expert staff plan effectively together as a coherent team in this well led and managed unit. In turn provision is consistently of good quality, with good caring and working relationships prevailing throughout. Welfare is uppermost with all requirements met for the indoor and outdoor areas and the breakfast club facility. Leaders evaluate provision and focus improvement planning on important priorities to increase children's progress. Parents and carers express a very high degree of satisfaction and leaders successfully enlist their support for helping their children to learn at home.

*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

An average proportion of parents and carers returned questionnaires and it is of particular note that almost all were entirely supportive and there was very little disagreement. All agree that their children are kept safe and are helped to have a healthy lifestyle, and they say that they are happy with their children's experience. Of the small number who wrote comments, almost all were very positive and appreciative of the support their children receive. The inspection findings entirely support these views. A very small number of parents and carers expressed concerns about misbehaviour and communication with the school. The inspection found that pupils behave well in school and that they are confident any bullying is dealt with promptly. Inspectors found the school is welcoming to parents and carers and comprehensively provides information about events and children's progress.

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

Ofsted invited all the registered parents and carers of pupils registered at Newcomen 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 78 completed questionnaires by the end of the on-site inspection. In total, there are 325 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	63	28	36	1	1	0	0
The school keeps my child safe	56	72	22	28	0	0	0	0
My school informs me about my child's progress	43	55	32	41	3	4	0	0
My child is making enough progress at this school	39	50	37	47	1	1	0	0
The teaching is good at this school	45	58	31	40	1	1	0	0
The school helps me to support my child's learning	36	46	40	51	0	0	1	1
The school helps my child to have a healthy lifestyle	42	54	36	46	0	0	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)	31	40	41	53	1	1	0	0
The school meets my child's particular needs	39	50	36	46	2	3	0	0
The school deals effectively with unacceptable behaviour	36	46	37	47	3	4	0	0
The school takes account of my suggestions and concerns	35	45	40	51	1	1	0	0
The school is led and managed effectively	44	56	33	42	1	1	0	0
Overall, I am happy with my child's experience at this school	46	59	32	41	0	0	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.**



20 June 2011

Dear Pupils

**Inspection of Newcomen Primary School, Redcar, TS10 1NL**

On behalf of my colleagues I write to say how much we really enjoyed our visit to inspect your school last week. I am pleased to tell you that your school gives you a good education. Your headteacher and all the staff are very proud of you. You were very cooperative and helpful and we did enjoy talking with some of you. You are well behaved and polite to others in lessons and around the school. Your school is warm and welcoming and very well organised. All the adults in the school look after you very well and that is why you feel safe and happy. We were delighted that you value the friendships you make and the help you get. We were impressed by all the ways you take part in school activities and how much you contribute to school life.

You work hard and enjoy all the activities in school. Children in the Nursery and Reception make good progress and pupils continue to make good progress throughout the school. Results in English and mathematics at the end of Year 6 have greatly improved in recent years and are close to the national averages. However, your progress in mathematics is not quite as high as in English and so we have asked the school to find as many ways as possible to help you to do as well in mathematics. Those of you with special educational needs and/or disabilities all make good progress as a result of the good support you receive. We noted that sometimes you do not have the chance in mathematics lessons to extend your learning and so we have asked your teachers to give you more such opportunities. We liked the way your teachers tell you how well you are doing in your work in writing and we have asked them to help you in the same way with mathematics. We have also asked the school to make sure that you learn more about people living in other parts of Britain and in other countries

You have many opportunities at Newcomen Primary School to learn about life and these help you to prepare for your future lives. Some of you will soon be leaving to move on to a secondary school. We hope that you all do really well.

Yours sincerely

Graeme Clarke

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**