

Newton-on-Trent CofE Primary School

Inspection report

Unique Reference Number	120578
Local Authority	Lincolnshire
Inspection number	380067
Inspection dates	13–14 October 2011
Reporting inspector	Gillian Salter-Smith

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	32
Appropriate authority	The governing body
Chair	Roger Hewins
Headteacher	Alyson Bristow
Date of previous school inspection	29 January 2009
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Introduction

This inspection was carried out by one additional inspector. Six lessons and three teachers were observed. Meetings were held with pupils, members of the governing body, staff and a representative from the local authority. The inspector talked to a few parents and carers after an assembly to which they were invited. The inspector observed the school's work, and looked at documents including the self-evaluation form, school development planning, analysis of pupils' progress and attainment, records of monitoring, governing body minutes, the School Improvement Partner's most recent report and policies and records relating to the safeguarding of pupils and staff. The inspector analysed questionnaires received from 16 parents and carers together with those from pupils and staff.

The inspector reviewed many aspects of the school's work. She looked in detail at a number of key areas.

- Are improvements in attainment and pupils' progress being sustained?
- How effectively do teaching and the use of assessment challenge all pupils and support their progress?
- Are leaders and the governing body bringing about improvements rapidly enough to ensure that pupils achieve at least satisfactorily?
- How effective are monitoring and evaluation by leaders and the governing body in bringing about improvement?

Information about the school

This is a very small primary school. The proportion of pupils known to be eligible for free school meals is above average. All pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities who are supported at school-action level is below average; the proportion of pupils supported at school-action plus level and with a statement of special educational needs is well-above average. The school comprises of two classes; children in the Early Years Foundation Stage are taught in one class alongside pupils in Key Stage 1; the other class is made up of Key Stage 2 pupils from Years 3, 4, 5 and 6.

The school has undergone considerable changes in staffing and leadership since the last inspection. The current substantive headteacher was appointed in April 2011; she was the temporary seconded headteacher from March 2010.

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

Newton C of E primary school provides a satisfactory education. It is improving rapidly following a turbulent period in which there have been considerable changes in staffing and leadership. Pupils enjoy school and learning. They feel very safe and secure and appreciate the warm, supportive environment and the good care and guidance they receive from staff. Pupils' good behaviour and positive attitudes contribute well to their learning. Pupils make strong contributions to the school and the wider community and they are proud of their school. Parents and carers value the school a great deal, particularly the 'family atmosphere' and they are very appreciative of recent improvements.

The strong common purpose of leaders, staff and the governing body has led to improving pupils' achievement to at least satisfactory, alongside maintaining a caring and supportive school based on strong Christian values. Rigorous monitoring by school leaders of pupils' progress and provision informs their largely accurate self-evaluation and ensures that the school tackles the right priorities; this, and the improvement to date, support the school's good capacity to improve.

Actions taken by the school are successful, for example, in improving pupils' attendance from low to average. Furthermore, the school is successful in improving teaching and the use of assessment so that pupils' progress is accelerating quickly and attainment, although average, is on a secure upward trend. The school's well planned programme of professional development, focused on improving attainment in early reading and mathematics, is having a marked impact on provision and achievement.

Teachers' more accurate assessments and analysis of pupils' progress ensure that pupils at risk of underperforming are recognised quickly and appropriate support helps them to catch up. Although much good teaching and learning were observed during the inspection, these have not had sufficient impact to ensure that progress over time is consistently good, and some older pupils are still catching up on previous underperformance. More-able pupils are not always challenged enough. Consequently, teaching, learning, progress and pupils' achievement, although improving rapidly, are satisfactory.

A sound curriculum is in use but opportunities are missed to develop pupils' skills, especially the boys', through themed and exciting projects. Provision for outside learning is not well structured; children in the Early Years Foundation Stage do not

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regularly extend their learning from inside activities to outdoors.

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 further and continue to accelerate pupils' progress so that it is consistently good by:
 - accelerating progress in boys' writing to match that of girls
 - improving further the quality of teaching and learning so that they are at least consistently good and outstanding in some lessons by summer 2012
 - providing activities to challenge more-able pupils in every part of lessons
 - continuing to develop the curriculum so that basic skills are taught progressively through themes and activities that interest, challenge and excite pupils, especially the boys.

- Providing better structure to outdoor learning and play for children in the Early Years Foundation Stage to allow them to continue the learning, progress and challenge planned for them in indoor activities.

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

Pupils enjoy lessons and say learning is fun and challenging. They enjoy discussing ideas with each other. They settle to tasks quickly and can work independently. In a Key Stage 2 lesson on consecutive numbers, pupils thought deeply about patterns in the numbers and worked well collaboratively to seek and check on them. The class of younger pupils and children were highly motivated to find clues and investigate why a parachute had landed in a tree in the outdoor area. They talked excitedly to adults and each other about their ideas and used their writing skills diligently to record what they found.

Overall, children's skills and development are typical for their age when they enter the Reception Year. However, the number of pupils in each year group is very small and there is great variation from year to year. From their starting points in Reception, inspection evidence shows that progress is satisfactory and is accelerating. Average attainment is rising rapidly in response to improving teaching in all key stages. Boys do not make as good progress as girls in writing although there are indications that pupils, including some boys, are now writing at greater length and with better structure. Pupils with special educational needs and/or disabilities make similar progress to their peers, with some making better than expected progress, for example, in writing.

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Pupils say that bullying is rare and is sorted out quickly. Pupils behave well and play sensibly outdoors. Although they know the importance of a healthy diet and exercise, only a minority takes up extra-curricular sport because opportunities are a little limited. Pupils take their responsibilities seriously, including pupils with special educational needs and/or disabilities; many older pupils enjoy playing with younger pupils and the school council contributes to many improvements. Pupils use their enterprise skills to run stalls at the school fair and many raise considerable sums for charities. Attendance has improved a great deal and pupils are usually punctual. Pupils’ good social skills and improving basic skills prepare them satisfactorily for the next stage of their education. Pupils are respectful and reverent in assemblies and reflect deeply on messages they have heard. Pupils learn about different cultures and religions but have more limited opportunities to communicate with people from different backgrounds in the wider national and global communities.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	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
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils’ attendance ¹	3
The extent of pupils’ spiritual, moral, social and cultural development	3

How effective is the provision?

Teaching is satisfactory. Although much of the teaching is good it is not ensuring that pupils’ progress is consistently good over time. No inadequate teaching was observed, nor was any outstanding teaching seen. Relationships between staff and pupils are positive helping pupils to become confident learners. Teaching assistants are carefully prepared and provide well-targeted support for pupils who are less able and for those with special educational needs and/or disabilities. More secure assessment helps teachers to match tasks to pupils’ different abilities. There are, however, periods in some lessons when more-able pupils are not fully challenged

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

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because they are given the same tasks as others. Lessons usually include a range of interesting and challenging activities. Information and communication technology (ICT), including laptops and interactive whiteboards, is used well to support learning. Most lessons move on at a good pace with pupils actively involved and answering thought provoking questions. Pupils find their targets help them to focus their efforts. Teachers’ marking of pupils’ work is helpful, identifying what pupils have done well and what they need to improve. Pupils are beginning to benefit from opportunities to reflect on and review their own and each others’ work. Some of the methods used for pupils to record progress in their books are not helpful because the text is very small and dense and not easy to understand.

The curriculum meets the needs of pupils satisfactorily. Basic skills are taught progressively; the school is in the early stages of ensuring that they are taught through different subjects across the curriculum within themes and activities that interest, challenge and excite pupils, especially boys. A programme to develop early reading, spelling and writing is successful in the Early Years Foundation Stage and Key Stage 1 and is improving literacy skills. There are plans to extend the programme to pupils in Key Stage 2. Effective partnerships with local providers support the programme of extra-curricular activities for music and also the increasing number of exciting out-of-school visits and visitors that enrich pupils’ personal and academic development.

The school is a welcoming and safe environment. Staff know the pupils and their families very well and supportive relationships are well-established. Pupils respond positively to reward systems and rare incidents of unacceptable behaviour are managed well. The school works effectively with local support agencies to provide well-targeted support for pupils in potentially vulnerable circumstances, particularly those with a level of need at school action plus or with a statement of special educational needs. Pupils’ attendance has increased because of the rigorous action taken to encourage and reward good attendance. Arrangements to support pupils joining the school are good, helping them to settle into the school quickly

These are the grades for the quality of provision

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

How effective are leadership and management?

Senior leaders, strongly supported by the governing body, have galvanised staff so they work well as a team towards common aims. Staff morale is good. The headteacher and the governing body set challenging targets for pupils’ achievement

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and high expectations for all staff. The school development plan sets out clear priorities, carefully focused on raising pupils’ achievement. Subject leaders have defined roles; they contribute to school improvement planning and are fully involved in monitoring and analysing pupils’ performance. Tightly focused professional development has resulted in increasingly effective teaching and learning. Staff and leaders are progressively more confident in sharing best practice within the school.

Governance is satisfactory overall. The expertise of members of the governing body is being used well to support improvements. Increasingly, the governing body determines the strategic direction of the school and members of the governing body carry out well-focused visits. School improvement targets are not always checked rigorously by the governing body.

The governing body fulfils its statutory duties to ensure that pupils and staff are safe. Checks on the suitability of staff and volunteers meet current government requirements. Risk assessments of all school activities are robust. Procedures for child protection and staff training meet requirements. The school aims to promote the achievement and well-being of every pupil, whatever his/her background or circumstances. Consequently, all pupils, including those whose circumstances make them potentially vulnerable, are fully included in all aspects of school life and gaps between groups of pupils, such as in boys’ and girls’ writing, are beginning to close. The school is an inclusive and cohesive community; it has a policy and audit in place and a realistic understanding of the progress it has made in developing community cohesion. Pupils work alongside many different groups from the local community. The school is aware of the need to develop opportunities for pupils to know and understand more about people from different religious, cultural and socio-economic backgrounds in the wider global communities.

These are the grades for leadership and management

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

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Early Years Foundation Stage

Children settle into the school well because the school works with parents and carers to help their children to feel happy and secure when they start in the Reception Year. Adults are appropriately deployed and give children good care, support and guidance. Children behave well and enjoy the variety of learning activities and resources including the role play areas. An appropriate balance, between activities led by adults and those selected by the children, supports progression and creativity in their learning and development. Staff carry out regular assessments of progress to inform their planning so that tasks match children’s needs. Adults talk to children and pose many open questions designed to develop their thinking, creativity and communication skills. Occasionally, children work for considerable periods without interacting with an adult. Teachers use a well structured programme to help children recognise letters and sounds and accelerate their development of early reading and writing skills. A range of indoor activities and resources meets children’s needs suitably across all areas of learning. However, learning and play in the outdoor area are not as well planned and do not always allow children to continue the same challenges in their learning, as when they are working and playing indoors. Children make satisfactory progress overall from their starting points and there is an upward trend in outcomes for pupils. Staff work well as a team with clear roles, to ensure that children are safe and secure. Although teachers know what the priorities are, these are not fully recorded in a coherent and systematic development plan.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

A higher than average proportion of parents and carers returned questionnaires. Almost all are positive and supportive of the school’s work. Many commented on the friendly atmosphere, helpful staff and the recent improvements in the teaching and their children’s progress. The inspection findings support these positive views. A very small minority expressed concern about pupils’ behaviour and the support provided for pupils’ with special educational needs and/or disabilities. Inspectors looked at these carefully and inspection evidence found pupils’ behaviour to be good and the care and support provided for pupils with special educational needs and/or disabilities to be good.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newton-on-Trent CoFE 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 inspector received 16 completed questionnaires by the end of the on-site inspection. In total, there are 32 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	75	2	13	1	6	0	0
The school keeps my child safe	12	75	4	25	0	0	0	0
The school informs me about my child’s progress	12	75	3	19	1	6	0	0
My child is making enough progress at this school	9	56	7	44	0	0	0	0
The teaching is good at this school	13	81	3	19	0	0	0	0
The school helps me to support my child’s learning	10	63	5	31	1	6	0	0
The school helps my child to have a healthy lifestyle	12	75	4	25	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)	7	44	8	50	0	0	0	0
The school meets my child’s particular needs	9	56	6	38	1	6	0	0
The school deals effectively with unacceptable behaviour	9	56	4	25	1	6	0	0
The school takes account of my suggestions and concerns	13	81	2	13	1	6	0	0
The school is led and managed effectively	13	81	3	19	0	0	0	
Overall, I am happy with my child’s experience at this school	12	75	3	19	1	6	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



17 October 2011

Dear Pupils

Inspection of Newton-on-Trent CofE Primary School, Newton-on-Trent, LN1 2JS

Thank you for the welcome you gave to me when I visited your school. I very much enjoyed meeting you all. Your school provides you with a satisfactory education and it is improving quickly. This is because leaders, all staff and the governing body are determined to improve the school and help you to do your best. It was good to see how many of you enjoy school. You told me that you feel very safe and secure in school and I agree with you that this is because the staff know you all very well and take good care of you. You make a good contribution to your school and take very seriously your responsibilities, such as the school council and leading play for younger pupils. Your good behaviour and positive attitudes help you to learn. Teaching and learning are at least satisfactory and are improving all the time. In many lessons teaching and learning were good, helping you to make better progress. However, some of you are still catching up from when you have been behind in the past so overall your achievement is satisfactory.

I have asked your school leaders and the governing body to continue their hard work in helping you all to make better progress and reach higher attainment by the time you leave the school, especially for those boys who are further behind in their writing than they should be. To do this they have agreed to:

- improve teaching and learning so that all lessons are at least good
- make sure that all of you, particularly those that find learning easy, are challenged by all your tasks in lessons
- make sure the themes and topics that you learn about are interesting and exciting and enable you to practise and improve all your basic skills, such as literacy, numeracy and ICT, in a systematic way
- find ways for the very youngest children to continue their learning when they are busy outdoors.

You can help by carrying on being enthusiastic about your school and always trying your best.

Yours sincerely

Gillian Salter-Smith
Lead inspector

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