

Newton Longville Church of England Combined School

Inspection report

Unique Reference Number	110440
Local Authority	Buckinghamshire
Inspection number	378101
Inspection dates	18–19 October 2011
Reporting inspector	Nina Bee

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	193
Appropriate authority	The governing body
Chair	Tessa Haddon
Headteacher	Krys Kuzminska
Date of previous school inspection	11–12 March 2009
School address	School Drive Newton Longville Milton Keynes MK17 0BZ
Telephone number	01908 373428
Fax number	01908 648416
Email address	Office@newtonlongville.bucks.sch.uk

Age group	4–11
Inspection date(s)	18–19 October 2011
Inspection number	378101

Introduction

This inspection was carried out by three additional inspectors. They visited 12 lessons and saw seven teachers. Meetings were held with the headteacher and deputy, representatives from the governing body, staff and pupils. Inspectors observed the school's work and looked at school policies, teachers' planning, internal monitoring evidence and safeguarding documentation. Questionnaires from 58 parents and carers were analysed along with 10 from staff and 14 from pupils.

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

- Pupils' progress and whether all groups of pupils make good progress as they move through each stage of the school.
- The outstanding judgements made by the school and whether they can be substantiated.
- The effectiveness of the senior leaders and governing body and how they ensure that attainment and progress are improving and that higher-attaining pupils are challenged sufficiently.

Information about the school

Newton Longville is smaller than the average-sized school. The proportion of pupils who are known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is below average. Very few pupils are identified as having English as an additional language. The Early Years Foundation Stage children are taught in one Reception class. The school has achieved Healthy Schools status and the Silver Travel Plan Award, which have encouraged pupils to eat healthily and walk, use their scooters or cycle to school.

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

Newton Longville provides a good education for its pupils. It is an exciting place to be and pupils enjoy their lessons thoroughly. Smiling faces in the morning are testament to that and pupils' eagerness to learn is reflected in their above-average attendance. Pupils develop good personal and social skills. Consequently, they are polite, welcoming and friendly towards each other, adults and visitors. Pupils' good spiritual, moral and social development is seen in their sensible and at times outstanding behaviour and the support and consideration observed as they work and play together. Pupils have a good understanding of their own culture. They are less knowledgeable about different religions, beliefs and cultures found in the world around us today. National awards indicate that pupils learn lots about how important it is to stay fit and eat a healthy diet, for example knowing about some of the consequences of eating too much fat or sugar. They speak knowledgeably about fruits and vegetables. Year 6 pupils spoke of how they try hard to eat '5 a day', but many agreed that some days it is difficult to fit them all in. The good curriculum enables pupils to take part in a wide range of sporting activities, which they say they appreciate. The activities encourage them to develop a healthy attitude to life and realise that exercise is good for their bodies. Pupils say they feel safe and that any incidents of bullying are rare. The curriculum gives them many opportunities to learn about safety, especially during lessons which focus on personal, social and health education, and through visits out to places such as Hazard Alley. Pupils spoke of enjoying such visits, which focus on a few of the many potential hazards they may come across in their future lives. All are very aware of internet safety.

The provision in the Early Years Foundation Stage has improved since the previous inspection. Consequently, children in the Reception Year get off to a good start and achieve well. As a result of effective teaching, pupils maintain the good progress as they move through Years 1 to 6. In the majority of lessons, individual needs are catered for well and pupils are challenged sufficiently. When teachers give pupils targets for literacy and numeracy, they are not always linked accurately to the National Curriculum levels the pupils are working towards, particularly for the lower-attaining groups of pupils. Teachers' marking is generally supportive, but does not consistently inform pupils about what they need to do to improve and reach their targets. School data and lesson observations show that the current Year 6 is on course to reach above-average attainment.

The headteacher and her deputy work very effectively together and know the school well. The governing body is supportive and has a secure understanding of the

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

school's strengths and areas for improvement. However, its procedures for reviewing and evaluating policies are not rigorous enough. Self-evaluation is broadly accurate, if occasionally a little generous, and pupils' progress is tracked carefully so that any pupils who are having difficulties are identified quickly and given extra support in lessons. The school's focus on the importance of good-quality provision, particularly for teaching and learning, has been maintained since the previous inspection. Those successes indicate that the school has good capacity to sustain improvement.

What does the school need to do to improve further?

- Ensure that pupils' targets for literacy and numeracy, particularly those for lower-attaining groups, are linked more closely to National Curriculum levels and teachers' marking shows pupils clearly how to improve and reach their targets.
- Improve pupils' understanding of different religions, cultures and beliefs by providing them with more opportunities to engage with different groups beyond the school and local community.
- Ensure that the governing body is more rigorous in reviewing and evaluating the school's policies.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy school thoroughly and were eager to tell the inspection team so. They are positive learners, work hard and so achieve well. Pupils with special educational needs and/or disabilities are generally supported well and because of this learn well in lessons. Learning for them and lower-attaining pupils, occasionally, slows when activities are not always matched accurately to their abilities and needs. In almost all lessons, higher-attaining pupils are challenged sufficiently. Pupils' enthusiasm for their learning was seen in many lessons. During a mathematics lesson, learning was seen to be outstanding as pupils developed their understanding of palindromic numbers. The lesson was very well planned, so that all abilities were able to learn very effectively. The lesson ran at an excellent pace. It was very noticeable that the higher-attaining pupils could hardly wait to get on with the task they had been given. They showed great skill and speed as they worked with three-digit numbers. Others responded extremely well to opportunities to work together. In a literacy lesson, planning was clear and linked effectively with geography and information and communication technology (ICT). The interactive whiteboard was used successfully to contribute to good learning as pupils focused on punctuation while reinforcing different directions of movement. Everyone wanted to answer questions directed at the class because they were all interested in what they were doing. Consequently, the lesson ran at a swift pace. Good relationships had been developed, in just a few weeks, and challenging behaviour was managed effectively. Attainment is above

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

average in English and mathematics in Year 6. School data show that pupils reach above the expected levels in science. In relation to their average starting points, that represents good progress.

Pupils take on responsibilities enthusiastically. They are proud to be members of the school council, which gives them opportunities to take part in making decisions around the school. Pupils speak proudly about raising funds for others who are not as fortunate as themselves. They described their well-established link with people in Manila in the Philippines. With their above-average basic skills and good personal qualities, pupils leave well prepared for their next school.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	2
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
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	2
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Most teaching excites pupils because lessons are interesting and challenging. Teaching assistants are generally well informed and so are able to contribute effectively to learning during lessons. Most teachers use assessment well to inform their planning and so increase learning. In addition, pupils appreciate the positive comments they receive through teachers’ marking. However, teachers do not always provide pupils with suitable written advice on how to improve and reach their literacy and numeracy targets.

Pupils receive a curriculum which is planned and organised effectively and allows them to make good academic progress, as well as to develop good personal and

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

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

social skills. ICT is promoted well in lessons and pupils have regular opportunities to develop these skills in the ICT suite. In addition, good partnerships with local schools and people in the immediate and wider community contribute effectively to developing both pupils’ learning and progress and their good personal qualities. A range of extra-curricular activities is offered, which focuses particularly on extending and enriching the physical education and music programme. The curriculum, however, does not promote pupils’ cultural development as effectively as it might.

Good attention is given to care, guidance and support. The learning environment is welcoming and conducive to good learning in the different areas of the school. Good partnerships with feeder pre-schools and secondary schools have resulted in successful transition arrangements being developed. Procedures to promote attendance have been successful in maintaining above-average attendance. Good links with external agencies enable pupils with specific needs to be catered for well.

These are the grades for the quality of provision

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

How effective are leadership and management?

The school is effective because of good leadership, particularly the ambition and drive for improvement from the headteacher, staff and governing body. The rapid improvement in the Early Years Foundation Stage and the maintenance of good provision since the previous inspection are evidence of this. There is a firm focus on driving improvements, especially in reading, writing and mathematics. Class teachers are involved fully in the tracking of every child’s progress and have regular meetings with senior leaders to make sure that pupils do well. The governing body ensures that health and safety requirements are taken seriously. Pupils say they feel well looked after and show a good understanding of the immediate dangers outside school. Safeguarding requirements were secure at the time of the inspection. The school’s safeguarding and child protection procedures meet requirements, but the procedures for reviewing school policies, while satisfactory, are not as rigorous as they should be. All pupils are treated equally and procedures are in place to tackle any discrimination. The governing body is generally well informed of the work of the school. The school is a cohesive community which enables all pupils to work and play effectively together. That is evident in the pupils’ enthusiasm for learning and confidence in their safety. Pupils have many good opportunities to link with the local community through visitors invited into school and visits out. Currently, there are few global links. The headteacher acknowledges that links, particularly to develop pupils’

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

cultural awareness, are an area for improvement. The school engages well with parents and carers by informing them effectively of the curriculum which is offered to their children and giving them regular opportunities to come into school and discuss their children’s progress. As a result, parents and carers are generally happy with the education their children receive.

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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get off to a good start in the Reception Year. Current records show that almost all children are leaving the Reception Year at least reaching or exceeding the expected levels. That represents good achievement. Children settle quickly into school because excellent transition procedures have been developed. Relationships are good and children show positive attitudes and quickly become eager learners. The curriculum is well planned and appropriate for young children to learn effectively, both indoors and out. There is a good mix of adult-focused activities and those which are child initiated. Teaching is good. Usually, activities engage the children well and adults interact helpfully to support and develop learning. Occasionally, adults miss the opportunity to reinforce or develop children’s learning during their interactions with individuals. Outdoors, children were seen thoroughly enjoying themselves as they played together independently or when interacting with adults. Children played enthusiastically, in an area for imaginative play, indoors. The area was well resourced for children to learn as they pretended to work for the Royal Mail. Children have many opportunities to develop a good understanding of letters and sounds. However, when they start to write recognisable letters, words and numbers, adults do not always give them enough clear guidance for them to improve their letter formation. That, at times, hinders the development of basic writing skills

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

for all abilities. The Early Years Foundation Stage is led and managed well by the deputy headteacher. She and the other adults who work in the Reception Year have a good understanding of how young children learn and, as a result, provision has improved since the previous inspection report. Children are cared for well. Clear and informative records are kept on how children are progressing in all areas of learning. Children identified with special educational needs and/or disabilities are generally supported effectively, so that they learn as well as their classmates. Strengths and further areas for improvement have been identified.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Just under a third of parents and carers returned questionnaires. Most of those parents and carers are happy with the experience their children receive at Newton Longville. Almost all of those parents and carers feel that the school takes account of their suggestions and concerns, keeps their children safe and helps them to maintain a healthy lifestyle. A few parents and carers feel that they are not kept informed about their children’s progress and that their children are not making enough progress. Inspection evidence suggests that parents and carers have regular opportunities to learn more about their children’s progress through parents’ evenings and annual reports, for example. Evidence suggests that generally pupils make good progress. A small minority of parents and carers feels that the school does not deal effectively with unacceptable behaviour. Inspection evidence shows that challenging behaviour is dealt with effectively. Pupils behave well and at times behaviour is excellent.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newton Longville C of E Combined 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 58 completed questionnaires by the end of the on-site inspection. In total, there are 193 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	60	18	31	3	5	0	0
The school keeps my child safe	32	55	25	43	1	2	0	0
The school informs me about my child’s progress	20	34	31	53	6	10	0	0
My child is making enough progress at this school	22	38	30	52	5	9	0	0
The teaching is good at this school	25	43	29	50	4	7	0	0
The school helps me to support my child’s learning	25	43	26	45	4	7	0	0
The school helps my child to have a healthy lifestyle	31	53	25	43	2	3	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)	24	41	24	41	3	5	0	0
The school meets my child’s particular needs	24	41	30	52	3	5	0	0
The school deals effectively with unacceptable behaviour	23	40	25	43	5	9	0	0
The school takes account of my suggestions and concerns	19	33	31	53	2	3	0	0
The school is led and managed effectively	32	55	22	38	4	7	0	0
Overall, I am happy with my child’s experience at this school	33	57	20	34	4	7	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.



19 October 2011

Dear Pupils

**Inspection of Newton Longville C of E Combined School, Milton Keynes
MK17 0BZ**

Thank you for making us welcome when we came to visit you recently. We enjoyed talking to you and visiting your lessons. We know you enjoy school because you told us so. The inspectors think your behaviour is good and sometimes excellent in lessons which are particularly exciting.

These are some of the things we found out about your school.

- Yours is a good school which is well led and managed.
- You are all looked after and cared for well.
- You learn lots about keeping fit and the importance of eating a healthy diet.
- You know much about keeping yourselves safe.
- Teachers arrange lots of out of school activities, which especially support the physical education and music programmes.
- You reach levels which are above those seen in most schools by the time you leave in Year 6,. That is because you are taught well, work hard and so learn well in most lessons.

We have asked the school to do a few things to improve the education you receive.

- Check that literacy and numeracy targets are linked more closely to the National Curriculum, especially for those of you who find learning rather difficult, and that teachers' marking shows you what you need to do to improve and reach your targets.
- Give you more opportunities to learn effectively about the different religions, beliefs and cultures in modern Britain and the wider world.
- Check that the governing body reviews all school policies regularly.

All of you can help by continuing to work hard in all lessons.

Yours sincerely
Nina Bee
Lead inspector (on behalf of the inspection team)

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. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**