

Newborough CofE Primary School

Inspection report

Unique Reference Number	110826
Local Authority	Peterborough
Inspection number	378183
Inspection dates	2–3 November 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	189
Appropriate authority	The governing body
Chair	Bryan Cole
Headteacher	Hilary Davis
Date of previous school inspection	9 December 2008
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Introduction

This inspection was carried out by three additional inspectors, who observed 14 lessons taught by seven teachers. Discussions were held with the headteacher, staff, members of the governing body and a representative from the local authority. Inspectors also held discussions with pupils and a small number of parents. The work of the school was observed and documentation, including that related to academic performance data, safeguarding, evidence of internal and external monitoring and teachers' planning, was looked at. The inspectors analysed the responses to questionnaires from 56 parents and carers, 84 pupils and 20 members of staff.

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

- Are pupils making at least satisfactory progress as they move through the school?
- Can the outstanding judgements identified by the school in its self-evaluation be substantiated?
- How effectively are senior staff and the governing body involved in improving learning, progress and attainment and ensuring that all pupils are sufficiently challenged?

Information about the school

Newborough is smaller than the average-sized primary school. Most of the pupils come from White British backgrounds. The remainder come from a range of minority ethnic groups. The proportion of pupils known to be eligible for free school meals is low. The proportion of pupils identified as having special educational needs and/or disabilities is broadly average. Children in the Early Years Foundation Stage are taught in one Reception class. Since the previous inspection there has been a high turnover of staff. On-site childcare provision is managed by an outside provider and is inspected separately.

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

3

Main findings

Newborough provides a satisfactory education for its pupils. A strength of the school's work is the experience children receive in the Reception class which allows them to achieve well. Inspection evidence and school performance data show that pupils' progress is not as rapid as they move through Years 1 to 6. This is because, although teaching is satisfactory overall, it varies too much. There is some good teaching where pupils of all abilities, including those with special educational needs and/or disabilities, are challenged effectively and learn well. This good practice is not reflected throughout the school, particularly in literacy and numeracy lessons. Teachers do not always effectively promote the need to present work neatly or write letters and numbers properly. In addition, although some teachers' marking is good, marking generally does not consistently inform pupils what they need to do to improve their work and reach their targets. Attainment is broadly average in Year 6 and has been for the last few years.

Spiritual, moral, social and cultural development is good. Pupils get on well with each other and are polite and respectful to visitors and the adults who work with them. They take on responsibilities enthusiastically and are proud of their school. Behaviour is good as they work, play and move around the school. The school is a cohesive community. Effective links have been established with local schools along with others, nationally and globally, to enable pupils to become more aware of life in places such as China and Germany. The satisfactory subject curriculum gives pupils many opportunities to develop a good awareness of their own culture as well as other cultures and religions in the world today. The school has developed good procedures to ensure that pupils are well looked after and cared for. Pupils know there is always a member of staff to turn to if they have any concerns or worries. Pupils say they feel safe and secure in school because adults consistently remind them of the need to keep themselves safe and clearly explain why this is so important. Visitors such as police officers are invited into school to reinforce and further extend pupils' safety awareness. Safeguarding arrangements are rigorous and meet national requirements. Pupils show a good understanding of the importance of eating a balanced diet and taking regular exercise. They enjoy physical education lessons and the extra activities they are offered. They know all about eating 'five a day' and talk sensibly about trying to eat a regular amount of fruit and vegetables each day. They enjoy coming to school and as a result attendance is high.

The school's leaders and managers have a satisfactory understanding of its strengths and areas for development and self-evaluation is generally accurate. Since the

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previous inspection there has been a high turnover of staff. Senior staff observe lessons and teachers are given advice on how to improve. However, there is still not enough good teaching and learning in the school. Subject leaders, particularly those for literacy, numeracy and special educational needs, do not effectively monitor and evaluate learning in lessons by looking at pupils' work in their books. The headteacher acknowledges that, in the past, not all pupils have made the progress they should as they moved through Years 1 to 6. The local authority has intervened and identified priorities for the school to work on. As a result of this work, pupils' progress has improved in Years 3 to 6 and is now at least satisfactory. The governing body is now better organised and its meetings are more effectively recorded. The roles of the teaching assistants have been monitored and developed. Subsequently their contribution to learning in lessons is now at least satisfactory and sometimes good. These successes show that the school has satisfactory capacity to improve further.

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?

- Ensure that learning is good in the vast majority of lessons by the end of the school year so that pupils learn well by:
 - using assessment more effectively to match activities to the needs of all pupils, particularly higher-attaining pupils and those with special educational needs and/or disabilities
 - focusing more effectively on presentation and how pupils form letters and numbers as they write and record their work, particularly in literacy and numeracy, including in the Early Years Foundation Stage
 - making sure that teachers' marking informs pupils what they need to do to improve their work and reach the targets they are given.
- Improve the leadership and management of teaching and learning by devising a more systematic approach to evaluating the quality of pupils' learning in lessons through observations and the scrutiny of pupils' work.
- Monitor and evaluate the school's provision for pupils with special educational needs, particularly the work they complete in literacy and numeracy lessons, to ensure that activities match their individual needs.

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

Pupils enjoy school and, in relation to their starting points, achievement is satisfactory in English and mathematics. Pupils with special educational needs are soundly supported and so make similar progress to their classmates. Learning is good in lessons where pupils' individual needs are effectively addressed. For

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example, in a Year 3 and 4 mathematics lesson for higher-attaining pupils, they worked enthusiastically at their calculations because the interactive whiteboard was used effectively to support teaching and learning, with good-quality support for learning from the teaching assistant. In another class, in Years 5 and 6, learning was good because the teacher had used assessment well to accurately link activities to the differing abilities within the class. As a result, all pupils were suitably challenged. Pupils worked hard, showing good confidence and independence.

Pupils make a good contribution to the community, taking on jobs of responsibility and raising funds to make life better for others. They speak enthusiastically about collecting items in shoe boxes which are then sent to countries that need extra support. When pupils move on to their next school they are well prepared personally and socially and soundly prepared academically.

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	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	3
Taking into account:	
Pupils’ attendance ¹	1
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

In most lessons, teaching is satisfactory. Relationships between teachers and pupils are good and pupils generally develop positive attitudes to learning. Assessment is not always used sharply enough to plan activities that are well matched to individual needs. As a result, higher-attaining pupils are not always sufficiently challenged and lower-attaining pupils, including those with special educational needs and/or disabilities are, at times, given tasks which are too difficult. Information and communication technology (ICT) is generally used effectively to reinforce and

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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develop learning, and pupils respond positively to this. The best teachers’ marking is supportive and informs pupils what they need to do to improve their work but this is not consistent in all classes.

The curriculum provides satisfactory provision for reading, writing, mathematics and ICT. A further range of activities is offered to pupils who find learning difficult, especially in literacy and numeracy lessons. Pupils have good opportunities to learn outside school during well-planned educational visits. A good range of visitors is invited in and they reinforce and develop learning. They enrich many subject areas, promote personal and social skills and develop pupils’ cultural awareness. Only a few out-of-school clubs are offered and the take-up is quite low.

The strong focus on pupils’ pastoral care enables pupils to gain good personal and social skills. Consequently, they develop into mature and sensible young people. Adults know the pupils well who have specific needs and detailed documentation is kept on these individuals. Transition arrangements are thorough and so pupils are well prepared for their next schools. Procedures for monitoring attendance are very successful.

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?

The headteacher and the senior leadership team are ambitious for the school to do well and have welcomed the recent support they have received from the local authority. They have focused successfully on improving progress in Years 3 to 6 which is now satisfactory. They have introduced systems to make sure that pupils make at least satisfactory progress. Frequent progress meetings ensure that any pupils who are not on track to meet their targets are given additional support. Intervention programmes are now more rigorously monitored and clearly show the satisfactory progress which pupils make. Staff and governors are committed to driving the school to much greater achievement but the full impact on pupils’ attainment at the end of Year 6 has yet to be seen. Pupils’ personal needs are carefully identified and so equality of opportunity is soundly addressed. There is no evidence of any discrimination. The school’s self-evaluation is satisfactory but takes too generous a view of some aspects of the school. Outstanding judgements for care, guidance and support, safeguarding and how effectively the school promotes equality of opportunity and tackles discrimination cannot be substantiated.

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The governing body has a satisfactory understanding of how well the school is doing and governors are involved in identifying school priorities and monitoring through visits to the school. The governors are aware that not all have a detailed knowledge of the performance of different groups. The governing body has improved its monitoring role in respect of health and safety since the previous inspection. It successfully ensures that safeguarding procedures are robust and effectively documented, although a few risk assessments lack specific detail. Staff and governors ensure that pupils work and play in a safe and secure environment. There are robust systems to ensure that all staff are vetted before working in the school.

Community cohesion is effectively promoted and the impact is felt strongly within the school. As a result, pupils from different backgrounds get on well with each other. There is a developing range of opportunities for pupils to learn about different groups beyond the local community. The school’s engagement with parents is successful because clear procedures are established for them to voice any concerns as well as to come into school and gain information on how well their children are doing.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

School data shows that most of the children in the current Year 1 reached or exceeded the expected levels by the end of the Reception year. This represents good achievement in relation to their starting points. Adults plan an interesting range of activities that are designed to develop skills and knowledge in all areas of learning. A good balance of activities is offered, some which are adult-led and others which children choose for themselves. All children have good opportunities to gain confidence as they use pencils and crayons. However, when they start to write

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recognisable letters and numbers, activities are not always accurately matched to their differing abilities and needs. The classroom and the outside area are well resourced to promote learning effectively in all areas. Children enjoy the various activities that are provided for them which effectively teach them to share, cooperate with each other and play amicably together. Adults interact well with individuals as they play and learn, and monitor each child’s development effectively. Children have particularly good opportunities to learn about different cultures and world celebrations. Outside, children dressed up and learning to walk in saris. Others concentrated well as they tried to drive remote controlled cars on to different numbers placed on the playground. Inside, children moulded diya lights after learning about Diwali, the festival of light. They worked independently, talking about what they were doing and wishing each other ‘a happy Diwali’. Children are well looked after and cared for and the importance of getting on with each other and behaving well is focused on during all activities. Leadership and management of the Early Years Foundation Stage are good. Adults know the children well and have a clear understanding of how these young children learn. They work effectively together as a team. Parents are happy with the provision their children receive. They say that transition arrangements are good and that children settle into school quickly and happily. Observations during the inspection confirm these views.

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

All parents and carers who returned questionnaires feel that their children enjoy school, that staff keep them safe and that their suggestions and concerns are taken account of. Overall parents are happy about the experience their children receive at Newborough. A few parents feel that their children are not making enough progress. Inspection evidence shows that in the past this was the case but currently pupils are generally making at least satisfactory progress. Nevertheless, pupils’ progress varies and inspectors have asked the school to take action to make it more consistent.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newborough 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 inspection team received 56 completed questionnaires by the end of the on-site inspection. In total, there are 189 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	57	23	41	0	0	0	0
The school keeps my child safe	46	82	10	18	0	0	0	0
The school informs me about my child’s progress	24	43	29	52	2	4	0	0
My child is making enough progress at this school	30	54	20	36	6	11	0	0
The teaching is good at this school	31	55	22	39	2	4	0	0
The school helps me to support my child’s learning	28	50	24	43	1	2	0	0
The school helps my child to have a healthy lifestyle	31	55	21	38	1	2	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)	28	50	21	38	3	5	0	0
The school meets my child’s particular needs	32	57	18	32	3	5	0	0
The school deals effectively with unacceptable behaviour	26	46	25	45	2	4	0	0
The school takes account of my suggestions and concerns	25	45	23	41	0	0	0	0
The school is led and managed effectively	34	61	20	36	1	2	0	0
Overall, I am happy with my child’s experience at this school	39	70	16	29	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	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.



4 November 2011

Dear Pupils

Inspection of Newborough CofE Primary School, Peterborough, PE6 7RG

Thank you for making us so welcome when we recently came to visit you. We think you behave well and that you are polite to adults and visitors who come to the school as well as being kind towards each other. You go to a satisfactory school where some things are good and some things could be better.

These are the main things we found out about your school.

- The children in the Reception class get off to a good start and achieve well.
- Your progress is satisfactory in Years 1 to 6 and by the time you leave, you reach levels that are similar to others of your age
- Teachers plan exciting visits out of school and invite interesting visitors in to talk to you and make learning even more fun.
- You really enjoy coming to school because your attendance is high.
- You are all well cared for and looked after.
- The way the school is led and managed is satisfactory.

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

- Improve the progress you make by making sure that:
 - your work is not too hard or too easy
 - you are all shown how to present your work neatly and write letters and numbers properly
 - when teachers' mark your work they show you what you need to do to improve your work and reach the targets you are given.
- Regularly visit your lessons and look carefully at the work you do in your books to see how well you are doing.
- Check that those of you who find learning difficult are always making good progress.

You too can help by always doing your best.

Yours sincerely

Nina Bee
Lead inspector

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