

# The Newton Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	110717
<b>Local Authority</b>	Cambridgeshire
<b>Inspection number</b>	378153
<b>Inspection dates</b>	24–25 November 2011
<b>Reporting inspector</b>	Vivienne McTiffen

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	107
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kate Baker
<b>Headteacher</b>	Alana Brown
<b>Date of previous school inspection</b>	26 November 2008
<b>School address</b>	Caxton End Eltisley PE19 6TL
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	24–25 November 2011
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## Introduction

This inspection was carried out by two additional inspectors. They observed nine lessons taught by five teachers, and two assemblies. Meetings were held with staff, pupils and school leaders, including members of the governing body. Inspectors observed the school's work, and looked at information on pupils' attainment and progress, development plans, safeguarding documentation and samples of pupils' work. The inspectors analysed responses to questionnaires from 54 parents and carers, 50 pupils and seven staff.

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

- How well do teachers use assessment and progress information to match work to ability and set challenging targets, so that all pupils make the best possible progress?
- To what extent do pupils have an understanding of belonging to a wider community and multicultural society?
- Are the school's systems sufficiently rigorous to recognise any underachievement quickly and how well do leaders at all levels monitor the work of the school?
- How well are the needs of children in the Early Years Foundation Stage met and how does the school ensure provision covers all areas of learning?

## Information about the school

This is a smaller than average-sized primary school. Most pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below average. Very few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average.

An after-school club, managed by the governing body, operates from the school hall on most weekdays. The school has undergone significant recent change in leadership. A new headteacher has been in post since September 2011.

A privately-run nursery shares the school's site. It is subject to separate inspection, as it is not managed by the governing body.

**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

This is a good school. Pupils achieve well and make good gains in their personal development, a view supported by parents and carers. One parent comments, 'Newton school develops children's confidence, social skills and allows them to shine as individuals.' Outstanding factors are pupils' very positive attitudes, high attendance and exemplary behaviour, which contribute strongly to the quality and extent of their learning. Pupils are highly supportive of each other and behave impeccably in lessons and around school. They enjoy a range of activities and are keen to do more, especially when given the chance to find out for themselves. Pupils of all ages accept responsibilities willingly and many older pupils take care of younger ones naturally, aiding their learning and offering support at play times. Members of the school council play an important role in improving the environment and are involved in drawing up and implementing school development plans. Pupils engage enthusiastically in local community events and substantial fund raising, often instigated by their own ideas and typifying their strong awareness of the needs of others. That is due to good spiritual, moral, social and cultural development, although understanding of faiths and backgrounds different to their own is less well developed. That is because the school is at the initial stages of cementing links beyond the immediate locality to promote more fully pupils' understanding of belonging to a diverse and multicultural society.

Attainment is above average in English and mathematics. Recent results in mathematics show well-above average attainment. Regular sessions to develop mental mathematical skills have improved pupils' ability to work out calculations successfully and speedily. Pupils write for a range of purposes and in a variety of subjects. Work on letters and sounds for younger pupils and experience of a range of genres for older pupils lead to confident and well-composed writing. Reading is a regular part of daily lessons, although the school has identified this as an area for improvement in a bid to raise standards further.

Teaching is good. As a result, pupils make good progress. Regular lesson evaluations help teachers to identify gaps in learning and prepare for the next stage. Because of that, work is generally matched well to ability, but, in some cases, pupils do not make the best possible progress because the task is too difficult or too easy and they are not clear about how to improve. Interesting lessons see pupils eager to learn, but, sometimes, they are insufficiently motivated and do not get enough chance to apply their skills independently or in collaborative group work.

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The newly appointed headteacher has quickly established very positive relationships with staff, pupils and parents and carers, building upon existing strengths and identifying areas for further improvement. She is keenly promoting the development of a creative approach to curriculum planning to extend the already good provision, with the full support of staff and the governing body. Since the last inspection, the dedication of the leadership team has led to strong improvement in the school's systems for gathering data on pupils' progress. Under the guidance of the new headteacher, pupil progress meetings now involve teachers in interpreting the information, so they are clear about what pupils should achieve. In this small school, staff have several roles of responsibility and communication is good, but some lack experience in monitoring the quality of teaching and learning in their subjects thoroughly and identifying gaps in provision. In the light of current initiatives and good improvements made in data analysis and Early Years Foundation Stage provision since the last inspection, the school is in a good position to sustain improvement.

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

- Build upon existing good practice in teaching by:
  - ensuring consistently good match of work to ability, so all pupils make the best possible progress and know how to improve
  - motivating all pupils to learn and giving them more opportunities for independent and collaborative group work
  - involving teachers more fully in understanding the progress data collected by the school, to raise expectations of what pupils can achieve.
- Strengthen leadership and management by developing the monitoring role of subject leaders to evaluate the quality of teaching and learning and identify gaps in provision more effectively
- Establish further links beyond the immediate locality, so pupils develop a greater understanding of belonging to a wider world and multicultural society.

## Outcomes for individuals and groups of pupils

**2**

When children start in the Reception class, their abilities are broadly in line with those expected for their age. They make good progress so that, by the end of Year 6, they are well prepared for the next stage of their education. They like trying things out for themselves. For example, during the inspection, pupils in Years 3 and 4 enjoyed using laptops to explore the use of clip art in a word processing document. They accessed the program competently and independently and used a range of methods to find and insert pictures of their choice, relishing in their levels of success. Pupils with special educational needs and/or disabilities make good progress, in line with their peers. Their individual progress is monitored carefully. Often, those pupils

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receive extra help in class or in small groups, which allows them to learn successfully at their own pace, with positive effect on attainment and well-being. The small number of pupils known to be eligible for free school meals and the very few who speak English as an additional language do well because the school tracks their progress and makes good use of additional support to aid their learning.

The small school community encourages the development of individual skills and talents. Pupils appreciate the many sporting opportunities and recognise the contribution this makes to maintaining a healthy lifestyle. As a result, they have a good understanding of how to be healthy and its benefits. Their excellent behaviour means they act responsibly towards each other and approach any problems with maturity. They have a well-developed understanding of how to stay safe and feel secure in school, a view supported by parents and carers. Pupils like expressing their opinions and sharing experiences with each other particularly. For example, during the inspection, a junior pupil led an assembly for younger pupils to tell them about people with special medical conditions. He spoke with confidence and clarity, helping his audience to see the difficulties people with medical conditions face. Such occasions make a good contribution to pupils' understanding of others and develop self-esteem.

*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>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</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>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teachers manage mixed-aged classes well and ensure continuity in learning. Teaching assistants play a valuable role, especially in helping less-able pupils to learn

<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

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in small steps. Good subject knowledge and confident use of resources, including technology, contribute to good teaching. For example, in a mathematics lesson, the teacher deployed a number of adults competently and used the interactive white board to aid pupils' understanding of the digital clock. Tasks were explained clearly and the use of stop-watches made learning fun. Teachers pick up misconceptions adeptly as learning proceeds. Marking in books helps pupils to understand how to improve but, because this practice is not sufficiently consistent in all subjects, some pupils remain unclear.

The curriculum contributes well to the development of talents, especially through clubs, music and sports activities. Many of those are as a result of well-developed partnerships, often with the local community. During the inspection, a group of pupils had worked with English Heritage on an archaeological dig in the village. Such activity, together with a range of trips and visitors, promotes cultural awareness. Links between subjects are developing well, leading to interesting whole-school topics, such as the World Cup, when pupils apply their skills in different subjects, helping them to make sense of their learning.

The school offers a good level of care to all its pupils, utilising well-established links with external agencies. The after-school club is run well and offers varied activities to pupils of all ages. Staff are mindful of Reception-aged children who attend and offer a suitable range of resources to meet their needs. Arrangements for children starting school are good and strengthen links with parents and carers. The school makes the most of transition arrangements offered by a number of secondary schools to help pupils in their move at the end of Year 6.

*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	2
<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?

A strong sense of commitment and clear sense of direction from leaders and managers, especially the governing body and deputy headteacher, has maintained continuity during the appointment of the new headteacher. As a result, the time of transition is proceeding smoothly. Staff work well together as a team and share a common sense of purpose in promoting pupils' learning and well-being. The effectiveness of the governing body is good. It knows the school well and members are regular visitors. It is fully involved in evaluating the school's work and has a clear understanding of areas for development. It seeks the views of parents and carers,

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with whom the school has a highly positive relationship. There is a range of ways to keep parents and carers informed, including regular newsletters, monthly appointment arrangements, and updates on children's learning, which are valued. One parent comments, 'We are given more information on what they are learning weekly. This is excellent.'

The school promotes equality of opportunity well. Gaps in performance of different groups of pupils are checked and addressed. For example, the current drive is to improve boys' writing in the Reception class and reading throughout the school. Procedures for the safeguarding and welfare of pupils are good. Issues about safety are integrated fully into the curriculum, resulting in pupils' well-defined understanding of how to stay safe. The school promotes community cohesion satisfactorily. The school community is highly cohesive and there are good, well-established local links. Plans to further those beyond the immediate locality are evolving well but are in the early stages.

*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 get off to a good start in the Reception class. They benefit from mixing with older, Year 1 pupils, but staff keep a balance carefully between the different areas of learning required for the two age groups. As a result, children make good progress in personal development and other aspects of learning, so that, by the time they are five, many exceed the levels expected for their age. Since the last inspection, provision has improved to ensure children have access to all areas of learning. There is a good balance between tasks that are adult led and those children choose for themselves. That means children have the chance to try out their skills and develop curiosity and imagination. Confidence grows and they relate well to each other and



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adults, behaving well and sharing resources sensibly. Children respond well to daily routines and quickly learn how to be safe and healthy. Improvements to the outdoor area mean it is used effectively to extend the curriculum and enhance enjoyment. Good systems ensure children's welfare and recognise individual needs. The Reception-class teacher develops links with parents and carers successfully, especially when children start school, and is keen to adopt best practice to maintain a good level of provision.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The vast majority of questionnaires returned from parents and carers are positive. Almost all agree their children enjoy school and that the school keeps children safe. A few of those who returned questionnaires do not feel the school deals effectively with unacceptable behaviour. Observations of lessons and playtimes and discussion with pupils and staff show the school has well-established strategies for dealing with unacceptable behaviour, some of which are based on pupils' ideas. The strategies are effective and understood by pupils, leading to exemplary behaviour. The procedures are kept under review by the headteacher and school council.

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

Ofsted invited all the registered parents and carers of pupils registered at The Newton Community 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 54 completed questionnaires by the end of the on-site inspection. In total, there are 107 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	69	16	30	1	2	0	0
The school keeps my child safe	38	70	15	28	0	0	0	0
The school informs me about my child's progress	20	37	29	54	4	7	0	0
My child is making enough progress at this school	28	52	23	43	2	4	0	0
The teaching is good at this school	29	54	22	41	1	2	0	0
The school helps me to support my child's learning	25	46	26	48	0	0	1	2
The school helps my child to have a healthy lifestyle	20	37	29	54	4	7	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)	22	41	22	41	3	6	0	0
The school meets my child's particular needs	27	50	25	46	1	2	0	0
The school deals effectively with unacceptable behaviour	20	37	27	50	2	4	3	6
The school takes account of my suggestions and concerns	22	41	26	48	4	7	0	0
The school is led and managed effectively	26	48	22	41	2	4	0	0
Overall, I am happy with my child's experience at this school	31	57	21	39	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](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.**



28 November 2011

Dear Pupils

**Inspection of The Newton Community Primary School, Eltisley, PE19 6TL**

Thank you for the very warm welcome you gave us when we visited your school recently. We were impressed by your politeness and excellent behaviour. You have very positive attitudes to your learning and very willingly take on responsibility. Your work with the school council and your ideas for involvement in charitable work are impressive.

You attend a good school. By the time you leave, you reach levels above those expected for your age in English and mathematics. Many of you do well in writing and your mathematics is improving strongly. Teachers make sure you develop skills to help you in these subjects and are giving you more opportunity to work on topics which you say you enjoy. The school looks after you well and has good systems for keeping you safe.

To improve the school we have asked your headteacher and her staff to do the following:

- give you work matched to your abilities well and help you to understand how to improve.
- help you to enjoy your learning even more and give you more chance to work independently and with each other in groups.
- use the information they have about your progress to make sure you are doing the best you can.
- make sure those in charge check teaching and learning in lessons, so they can tell if you are learning everything you need to.
- strengthen links beyond your locality to help you understand people from different faiths and backgrounds and belonging to a wider world.

All of you can help the school to achieve these things by maintaining your highly positive attitudes and excellent behaviour.

Yours sincerely

Vivienne McTiffen  
Lead inspector (on behalf of the inspection team)

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