

# Newtown Primary School

Anne Close, Off Dunkirk Avenue, West Bromwich, B70 0ES

**Inspection dates** 20-21 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well because so much is done to help them learn successfully. They reach standards similar to those of pupils in most schools in reading, writing and mathematics because of the help they get.
- Teaching is good and improving because the headteacher, deputy headteacher and other experts have carefully checked on it and taken action to improve it.
- Pupils want to learn and behave well in lessons and around the school.
- The school has greatly helped pupils with emotional difficulties who join it struggling to come regularly and behave well. They are treated as individuals and encouraged to do well – even by ‘tea treats’ in the headteacher’s office.
- Good leaders and managers are the cornerstone of the school’s success. Their thorough and critical look at how well the school is doing and the ambitious targets they set it help it to do well.
- The governors help leaders and also push them hard to improve the school even more.
- The progress of all groups of pupils is good in reading and mathematics, especially that of those helped with extra money.
- Parents, carers and pupils are very pleased with everything the school offers.

### It is not yet an outstanding school because

- Although pupils make the expected rate of progress in writing, it is not consistently good. Pupils are given too few opportunities to write in many subjects and spend too much time filling in worksheets.
- Boys who find learning difficult are not making enough progress in their spelling.
- Leaders below the headteacher and deputy headteacher do not know enough about how well the different groups of pupils in the year groups are achieving and making progress.

## Information about this inspection

- This inspection was carried out with half-a-day's notice and took place over two days.
- The inspectors observed 18 lessons and seven teachers.
- Documentation was analysed including that related to: teachers' planning; safeguarding; behaviour logs; the school's systems for improving teaching and learning; and how money allocated for the pupil premium was spent.
- The inspectors took account of four responses to the online Parent View survey and interviewed six parents, including a telephone interview.
- Questionnaires from 28 staff were analysed.
- The inspectors heard pupils read and held discussions with pupils about their learning and school life.
- Discussions were held with the headteacher and her staff, a representative from the local authority, members of the governing body and pupils.

## Inspection team

Bogusia Matusiak-Varley, Lead inspector	Additional Inspector
Linda Rowley	Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- The school has an above-average proportion of pupils eligible for the pupil premium.
- The large majority of pupils are White British, and the rest have a range of minority ethnic heritages. The proportion of pupils who speak English as an additional language is above average, but none is at the early stages of English language acquisition.
- There is a below-average proportion of disabled pupils and those with special educational needs who are supported by school action. The proportion who are at school action plus or who are in possession of a statement of special educational needs is also below average.
- The school has a small minority of vulnerable pupils with behavioural, social and emotional difficulties.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve pupils' rate of progress in writing by teaching that gives more attention to:
  - ensuring that there are more opportunities for pupils to write at length, across different subjects
  - limiting the use of worksheets which prevent pupils from improving their extended writing skills
  - ensuring that teachers' marking focuses more effectively on boys' spelling, particularly that of those who find learning difficult.
- Improve middle leaders' knowledge of progress and attainment data so that they have a clearer understanding of the progress of different groups of pupils and can take action to remedy any practice that is not at least good.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills that are well below those typical at this age, particularly in speaking and listening and personal, social and emotional development. They make good progress and on entry to Year 1, children reach the early learning goals in all areas of learning other than in writing. All children achieve well and make good progress in recognising the sounds that letters make. Achievement is not yet outstanding as pupils' rates of progress in writing are too variable.
- Pupils from all ethnic heritages continue to make good progress and achieve well in Key Stages 1 and 2 to reach average standards in Year 2 and Year 6. Inspection findings and the most recent information collected by the school on pupils' progress shows that they achieve well in relation to their starting points. The best rates of progress are currently in Years 1, 2, 5 and 6, where teaching concentrates on extending learning with a good focus on the acquisition of skills in reading, writing and mathematics.
- Pupils make good progress in reading, especially those who are eligible for pupil premium, due to well-targeted support and intervention strategies led by well-qualified Learning Support Staff and good use of interesting resources. In Year 1, pupils did well in their recent phonics check. In addition a whole-school approach to the teaching of guided reading impacts positively on pupils' progress in this skill.
- Disabled pupils and those who have special educational needs achieve well in relation to their starting points because of the high focus placed on speaking and listening, learning of sounds and good opportunities to become engaged in practical problem solving in mathematics.
- Pupils who speak English as an additional language achieve as well as their peers through well-targeted support which enables them to gain confidence with the language.
- School case studies show pupils whose circumstances make them vulnerable making accelerated progress because staff give them confidence in what can be achieved. One pupil said, 'I never thought that I would be able to read so well. I now just have a go and usually get things right. It's great being able to read.'
- Boys who find learning difficult are struggling with the spelling of key words and this prevents them from writing at greater length.

### The quality of teaching is good

- There have been improvements in the teaching of the Early Years Foundation Stage since the previous inspection. Action points given by the local authority adviser and external consultant have helped staff improve the learning environment to enable children to choose equipment more readily. Teaching enables children to identify key words and make better progress with their speaking, listening and reading skills, but there are some missed opportunities for developing early writing skills.
- Teachers have good relationships with pupils. Consequently, pupils' attitudes to learning are positive because they genuinely want to please their teachers.
- Through the school, good learning is shown by teachers asking pupils what they know about

topics covered, helping them to pose questions about what they want to find out, and then supporting them in doing so.

- The use of 'talking partners' and teaching pupils what behaviour is expected for learning have improved their concentration and confidence in tackling problems. In Year 6 science, all groups of pupils made accelerated progress in learning how to test an hypothesis, when they had good opportunity to discuss whether the use of more batteries in a circuit would increase the sound of a buzzer.
- The overuse of worksheets prevents pupils from writing extensively in subjects other than English. While the worksheets are well prepared and relevant to pupils' learning, they do not offer enough scope for pupils to write at length.
- Pupils' progress is now tracked more regularly to ensure that teaching enables all pupil groups to make good progress. Pupils are well supported in intervention groups if they are not on course to reach their targets. For example, disabled pupils, those who have special educational needs, those learning to speak English as an additional language, and those whose circumstances make them vulnerable and who find learning difficult all make good progress when they receive targeted support.
- Occasionally, teachers' marking does not show pupils how to spell key words that they have misspelt. Consequently pupils, especially boys who find learning difficult, do not develop spelling skills as quickly as they should because teachers do not place enough emphasis on spelling words correctly.

### **The behaviour and safety of pupils are good**

- The good progress of children in Early Years Foundation Stage in personal, social and emotional development is leading the way to the good behaviour found across the school.
- There is a substantial core of children with complex behavioural issues who have individual plans for managing their behaviour. These pupils have made good progress in learning, developing their social skills and attending school regularly. The 'good to be green' system of behaviour management is having a very positive impact on the ethos of this inclusive school, where every child and parent are valued.
- Parents and carers are delighted with the improvements in their children's behaviour. As one parent said, 'Since my child started attending this school I have had nothing but the best of support, so much so that behaviour at home is also improving.'
- Pupils say that they feel safe in school and while there are some isolated incidents of name calling, these are dealt with very quickly and efficiently by the school. Pupils know about the different types of bullying, including cyber bullying and teasing about race, creed or sexual orientation. They are adamant that there is no bullying in school because it is against the school rules.
- Attendance is average, but there has been a marked decrease in persistent non-attenders – an improvement resulting from the exciting learning opportunities offered through enrichment activities, such as art club and sporting activities that pupils do not want to miss. Exclusions have decreased and the school has good systems for reintegrating the few pupils involved.
- Pupils' positive attitudes, behaviour and personal development are supported by good learning

opportunities underpinned by positive spiritual, moral, social and cultural experience.

- Behaviour is not yet outstanding because pupils still rely heavily on adults to help them sort out any disputes that they have with their friends.

### **The leadership and management are good**

- The school is well led and managed by the headteacher who is relentless in ensuring pupils get the best learning opportunities possible and that they are well prepared for their next stage in education.
- Parents and carers say that the school is well led and managed and that all staff are very welcoming.
- Leaders and managers ensure that the professional development of staff is effective and closely linked to the management of each teacher's performance. Coaching and mentoring have arisen from greater accountability of staff for pupils' progress.
- The headteacher and deputy headteacher have improved teaching through rigorous monitoring of classroom practice and agreeing aspirational, but achievable, targets for pupils' progress with staff. Leaders model best practice and check that targets are achieved. They have provided especially effective training in how to teach group reading.
- Monitoring by senior leaders has ensured consistency in planning, sharing of learning objectives and the good use of displays to support learning. This has a positive effect on pupils' good behaviour because they feel safe within classroom routines and know what is expected of them.
- Accurate systems track the progress of all groups of pupils. Any aspects of underachievement are quickly addressed through well-targeted resources and adjustments to teaching methods.
- Thorough school self-evaluation, verified by the local authority and external consultants, focuses on the correct priorities to bring about improvement. This has been most noticeable in the improved provision in Early Years Foundation Stage and the use of assessment.
- The curriculum is well thought out to meet the learning needs of all pupils. It is enriched by a good range of visits and visitors and practical activities aimed at developing all pupils' opportunities for developing their literacy and numeracy skills.
- The decision to provide extra enrichment activities during the school day has ensured participation for all groups of pupils. Memorable moments when pupils worked with poets, artists and sports coaches have contributed to good promotion of pupils' spiritual, moral, social and cultural development.
- Middle leaders do not yet have sufficient opportunity to access and use the progress and attainment data about their year groups. This is preventing them from having a clear overview of progress of different groups across the school.
- **The governance of the school:**
  - fulfils its statutory duties well
  - effectively supports and challenges leaders
  - employs close accountability and applies effective systems, designed by the Business

Manager, which ensure cost effectiveness of spending decisions

- manages the pupil premium very effectively and has expert knowledge of the monies spent
- has researched best practice in National Curriculum design to better meet the needs of all pupils
- monitors participation rates in extra-curricular activities to ensure that all pupils, including the disabled, those with special educational needs, higher-attainers, those with English as an additional language and those who have behavioural, social and emotional needs access, equally, what the school has on offer.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	103924
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	402930

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	241
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anne Nicholls
<b>Headteacher</b>	Karen Godwin
<b>Date of previous school inspection</b>	15 April 2008
<b>Telephone number</b>	0121 5578504
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