

# Newbottle Primary School

Houghton Road, Newbottle, Houghton le Spring, Tyne and Wear, DH4 4EE

**Inspection dates** 30–31 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress throughout the school because of the good quality of teaching that they receive.
- Children make an excellent start to their education in the nursery. By the time they leave school at the end of Key Stage 2, they reach standards that are above the national average, particularly in mathematics.
- The inspirational headteacher is ably supported by a skilled leadership team and an informed governing body in his relentless drive to improve the quality of teaching. The staff team is equally dedicated to providing the best education and care for the pupils.
- The behaviour of the pupils is outstanding. They are very enthusiastic about their learning.
- They feel extremely safe because they know that the adults in the school care for them and help them if they have any problems. They also take responsibility for their own behaviour and that of others.
- Pupils are happy to come to school and learn in this friendly and welcoming school. Attendance is above average.
- They enjoy a rich and varied curriculum which ensures that the pupils' spiritual, moral, social and cultural development is outstanding.
- Parents are very supportive of the school and what it provides for their children.

### It is not yet an outstanding school because

- Although the school provides a good programme that teaches pupils about letters and the sounds that they represent, not all pupils read with enjoyment and understanding.
- There are not enough opportunities for investigating and problem solving.
- Pupils are not all aware of their progress towards achieving their individual learning targets.
- There are not yet enough opportunities for pupils to learn independently.

## Information about this inspection

- Inspectors observed 18 lessons as well as many small group activities. One lesson was a joint observation with the headteacher who provided the feedback for the teacher.
- They heard pupils of all ages read from Years 1 to 6, and looked at pupils' work in books and on displays. They looked at home/school books and learning journals in the Early Years Foundation Stage and examples of homework. They also observed the Breakfast club and an after-school club, as well as looking at the outcomes from the ICT Club.
- They held meetings with the headteacher, senior and middle leaders as well as a local authority representative. Members of the governing body including the Chair and a parent governor also shared information about their role in the school.
- Inspectors met with the school council and eco-warriors and talked to pupils at playtimes and lunchtimes.
- They took account of the views of 55 parents in the online questionnaire (Parent View), as well as the school's own annual parental survey, and met parents informally at the start of the day.
- They also took account of 33 staff questionnaires.
- They scrutinised school documents including past and current pupil data about attainment and progress for all groups of pupils, including those eligible for the pupil premium. They looked at monitoring information, checks on how well teachers are performing, and training and records relating to safeguarding, behaviour and attendance.

## Inspection team

Janet Greaves, Lead inspector

Additional Inspector

Karen Holmes

Additional Inspector

David Bridgewater

Additional Inspector

## Full report

### Information about this school

- This is a larger than average size primary school with an increasing number of pupils on roll.
- In the past a smaller proportion of pupils than average were eligible for free school meals though this is now closer to the national average.
- The proportion of pupils eligible for the pupil premium is close to the national average.
- The proportion of pupils supported at school action is lower than the national average.
- The proportion of pupils supported at school action plus and with a statement of special educational needs is lower than the national average.
- Very few pupils are from minority ethnic backgrounds and even fewer have English as an additional language.
- The proportion of girls compared to boys was similar to the national average until 2012 when there were more boys than girls.
- There is a breakfast club and many lunchtime and after-school clubs run by the school. Years 5 and 6 also have a residential experience.
- The school has many awards, including the Anti-bullying Charter Mark Gold Standard and the DCSF International School Award.
- The headteacher is a local leader in education and currently supports another school alongside other members of the leadership team. The school works in open partnerships with other schools. An assistant headteacher is a specialist leader in education.
- 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?

- Accelerate pupils' progress to outstanding by giving pupils more opportunities to:
  - work independently and be responsible for their own learning
  - use individual learning targets more effectively so they know what they need to do to improve to achieve their personal learning targets.
- Increase the proportion of teaching that is outstanding by:
  - providing more opportunities for problem solving and investigating
  - encouraging even more pupils to read for enjoyment, information and comprehension.

## Inspection judgements

### The achievement of pupils is good

- Outcomes for children in the Early Year Foundation Stage are good. Children make good progress from their starting points which are typical for their age. The interesting activities provided ensure they are keen and confident learners who play well together.
- Attainment at the end of Key Stage 1 is rising particularly for girls and in writing for all pupils.
- A focus upon teaching letters and the sounds they represent has had a positive impact upon pupils' reading, although pupils are at times over reliant upon this and do not always read with comprehension and fluency.
- Attainment at the end of Key Stage 2 has improved rapidly since the last inspection because of the relentless drive to improve the quality of teaching across the school. It is above the national average for both English and mathematics.
- Pupils are asked to use their basic skills across the curriculum which has further developed pupils' literacy and life skills in a very effective manner. For example, pupils were using persuasive language to write scripts for a radio advert to encourage customers to buy their products.
- The progress that the pupils make throughout the school is good. Pupils with special educational needs make at least good progress with some making outstanding progress. This is due to the good teaching and high quality support they receive.
- For example, in small group work, pupils are encouraged to develop their language and writing skills. Adults model tasks that enable pupils to have a clear understanding of what they are expected to achieve. Effective questioning and informative guidance, both spoken and written, ensure that pupils achieve extremely well and become confident successful learners.
- Pupils who are in receipt of free school meals and who are eligible for pupil premium funding attain better than their peers nationally and also make good progress. The gap is closing between those in receipt of free school meals and those who do not receive free school meals.
- The rich and stimulating curriculum that the pupils enjoy also promotes their good achievement across other subjects, particularly for pupils' spiritual, moral, social and cultural development, which is outstanding.

### The quality of teaching is good

- All members of staff have high expectations for the pupils and provide interesting activities that involve pupils well in all subjects. They promote pupils' basic skills in literacy and numeracy well throughout the curriculum.
- Marking is positive and informative, although not all pupils are sure what their individual learning targets are and what they need to do to improve.
- There is some outstanding teaching. For example, in Year 6, pupils were finding missing angles in a variety of shapes and patterns. This learning built upon misconceptions from the previous day. Pupils were confident in their responses because adults gave pupils excellent encouragement and support. Pupils demonstrated an excellent knowledge of angles and turns. They went on a hunt for angles around the school which they thoroughly enjoyed. The activities ensured that the pupils were working at a high level. They worked together well and their behaviour was exemplary.
- In the Early Year Foundation Stage, children are well supported by the adults who provide interesting activities for them in a stimulating environment. The outdoor area is used well. Children were visiting Percy the Park Keeper in his shed, which they found very exciting and it gave them the opportunity to develop their imagination and communication skills. Adults assess the children's learning regularly to ensure that they are making good progress. Parents are kept well informed of their children's progress and visit the school to join in with their learning.

- There is a focus upon learning letters and the sounds they represent which is having a positive impact on reading. At times though, pupils are using this knowledge to read words but do not always read with fluency and comprehension.
- When teaching is outstanding it builds upon prior learning and gives pupils the opportunity to work independently in real-life contexts where they have to investigate or solve problems. Effective questioning allows teachers to assess and monitor progress. Not enough teaching allows pupils to work independently or in an investigative way throughout the school.
- There is a very positive learning culture throughout the school. Relationships are very strong. In the lessons with the most productive learning, activities are exciting and challenging, well matched to pupils' learning needs using inspirational teaching strategies. Homework is used effectively enabling pupils to practise basic skills and to also research their topics.
- There is effective use of information and communication technology (ICT) in lessons and in the ICT clubs. Pupils have the opportunity to use a range of techniques and programmes. For example, they have produced some excellent artwork using advanced ICT programmes.
- Pupils enjoy a wide range of clubs at lunchtimes and after school, such as the choirs for pupils from both key stages, gymnastics and cheerleading. They also receive high quality music tuition. Older pupils are able to go on residential visits.
- They take part in local events, such as the Houghton Feast, are linked to a school in London and also learn about and communicate with pupils in Senegal.

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

- Pupils are extremely well mannered and courteous to each other, the adults in the school and visitors. Their behaviour is exemplary.
- They are very helpful towards one another and show understanding of and respect for other faiths and cultures. They are extremely well motivated. They enjoy their learning and are enthusiastic about all the activities the school provides both within the school day and after-school clubs.
- The school council represents all the pupils in the school. They have their own newsletter 'AIM HIGH – Aspire to be the best' in order to communicate effectively with all pupils.
- They are rightly proud of their own anti-bullying Charter Mark Gold Award and have visited another school to audit their anti-bullying work to help them to achieve the award too.
- They feel extremely safe in the school and very well supported by adults. They take on responsibilities such as Buddies, but as one child said, 'it's not just the buddies who have this responsibility for behaviour; it is all of us'.
- They understand how to stay safe in a variety of situations, including the potential dangers of the internet.
- Parents are very pleased with the conduct of the pupils. Many parents gave inspectors examples of how well their children are supported by the school.

### **The leadership and management** are outstanding

- The headteacher is an exceptional leader and has extremely skilled leaders at all levels supporting him in the drive to improve the quality of teaching. No teaching is less than good and since the previous inspection there has been an increase in the proportion of outstanding teaching. This is leading to the greatly improved outcomes throughout the school.
- School leaders have an exceptional understanding of the strengths and areas for development for the school. The school's self-evaluation is extremely thorough and clearly identifies relevant areas for improvement. An audit of the school improvement plan is shared with parents as well informing them about the current areas for development in this year's school improvement plan.

- There is a clear vision statement which is followed by all members of the school community who are dedicated to the pupils achieving the very best that they can. Leaders are positive role models for adults and children alike.
  - The way that senior leaders monitor and encourage the performance of staff to raise standards and achievement through improving teaching has been extremely successful in a relatively short time. Excellent training and support have been given by external providers and by the school team itself.
  - Staff have also successfully worked in mutually supportive partnerships with other schools. They regularly share their own excellent practice through skilled coaching and mentoring. The school ensures that any advice and guidance needed for pupils that is not available in school are quickly sought from a wide range of external agencies.
  - The progress of groups of pupils and individuals is monitored regularly by all leaders, including the special educational needs coordinator. Appropriate action is promptly taken to ensure they all achieve as well as they can. There has been a rapid improvement in the attainment and progress of all pupils including boys and more-able pupils. This is a very welcoming school where equality and diversity are celebrated.
  - The curriculum is rich and varied. It supports good academic achievement as well as outstanding spiritual, moral, social and cultural development. By the time they leave Year 6 pupils are very well prepared for their secondary education.
  - Parents are very involved in the life of the school. They are fully supportive of everything that the school provides for their children. They recognise the huge improvement in teaching since the last inspection.
  - The local authority provides light touch monitoring and support.
  - **The governance of the school:**
    - The governing body has overseen the use of pupil premium funding effectively to improve outcomes for those pupils eligible for free school meals. There is high quality small group support as well as an investment in resources such as those to promote good behaviour and in better ICT resources. This action has already had a positive impact on the standards and rate of progress of these pupils. Governors have ensured that all staff are well trained and that safeguarding procedures meet statutory requirements. They have audited and improved upon their own performance as a governing body and have a programme of training planned for further development. Governors are well aware of the focus upon improving teaching and have increased their monitoring role particularly with senior and subject leaders to ensure this rapid improvement continues. Current school data show this is having a positive impact across the school with an increasing proportion of outstanding teaching.
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## 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>	108801
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	405195

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>	480
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lisa Hesler
<b>Headteacher</b>	Graham Stephenson
<b>Date of previous school inspection</b>	30 March 2011
<b>Telephone number</b>	0191 5536566
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