

Newlyn Primary School

Carne Road, Newlyn, Penzance, Cornwall, TR18 5QA

Inspection dates

17–18 April 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Leadership and management are good. The staff, senior leaders and governors are united in their commitment to improve the school's performance in all areas. This has had a positive impact on the school's overall effectiveness in recent years.
- Achievement is good and pupils of all abilities make good progress in English and mathematics from the time they enter the school.
- The headteacher, staff and governors have worked effectively together to improve the quality of teaching and learning since the previous inspection.
- The governors provide an appropriate level of challenge and support and take decisive action when required.
- The great majority of children in the Early Years Foundation Stage join the school from the on-site pre-school. They settle extremely quickly and achieve well during their first year at school.
- Pupils' progress throughout their school career is accurately monitored and any underperformance is addressed effectively.
- The wide curriculum offers a varied and interesting range of learning experiences which meet the needs of all the pupils.
- Pupils feel safe in school. Their behaviour is good. They get on well together, demonstrate positive attitudes to their learning and are very proud of their school.
- Relationships between staff and pupils are very good and a real strength of the school.

It is not yet an outstanding school because

- The standards attained in mathematics are not yet as high as those in writing and reading.
- Not enough teaching is outstanding. This is because teachers do not always pace lessons correctly and in some lessons the tasks set are not challenging enough for more able pupils.

Information about this inspection

- The inspection was carried out over two days with half a day's notice.
- All full-time staff were observed teaching. A total of 16 lessons were seen. This included four joint observations with the headteacher.
- The inspectors heard pupils from Year 1 and 2 read individually and observed the teaching of phonics (pupils learning letter patterns and the sounds they represent).
- Meetings were held with groups of pupils, members of the governing body, the school improvement advisor, subject leaders, the special needs coordinator and members of the school leadership team.
- The inspection team looked at a wide range of evidence which included: the school's improvement plan, the school's data for tracking the progress and attainment of individual pupils and specific groups, performance management documentation, the school's self-evaluation information, curriculum and lesson plans, governing body documentation, and the work pupils were doing in their books.
- Parents were met at the beginning of the school day and the 13 responses to the online questionnaire (Parent View) were considered. The school's own parent survey was also scrutinised. Responses from 20 staff questionnaires were also taken into account.
- During the inspection pupils' behaviour was observed, both inside and outside of the classroom, and the school's safeguarding procedures were scrutinised.

Inspection team

Mark Anderson, Lead inspector

Additional Inspector

Fiona Allen

Additional Inspector

Full report

Information about this school

- Newlyn is a smaller than average-sized primary school and serves a well-known fishing village and holiday resort located close to Penzance.
- The vast majority of pupils at Newlyn (89%) come from White British backgrounds.
- There is one Reception, Year 1, Year 2, and Year 6 class. Pupils in Years 3, 4 and 5 are taught in two mixed age-group classes, a Year 3/4 class and Year 4/5 class.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals, is in line with the national average.
- The proportion of pupils who have special educational needs supported at school action, school action plus or statements of special educational need is slightly above the national average.
- The school has met the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school became a member school of the Penwith Educational Trust (P.E.T.) in 2012 which now consists of 12 primary and secondary schools.

What does the school need to do to improve further?

- Further improve the quality of teaching by:
 - agreeing what makes an outstanding lesson and sharing and celebrating best practice.
 - ensuring that all lessons are taught at a lively pace and inspire and enthuse all pupils.
 - ensuring that all lessons provide sufficient challenge for pupils of all abilities to achieve their full potential.
- Continue to raise the standards of attainment in mathematics so that they are in line with those achieved in English.

Inspection judgements

The achievement of pupils

is good

- Many of the children have skills well below those typical for their age when they join the school. They make good progress and most reach the levels expected nationally as they move into Year 1, although literacy and numeracy levels remain slightly weaker for less able children. The substantial improvements that take place in their personal development reflect the emphasis that the school puts on educating the 'whole child'.
- Good progress continues through Key Stage 1 and the improving levels of attainment in reading are a strong feature of this stage of the pupils' learning. This improvement has been strongly supported by the introduction of a commercial scheme to support phonics sessions (letters and the sounds they make) across the year groups. The clear trend of improving attainment is seen in all subjects although attainment in writing is not at quite as high as in reading and mathematics.
- Pupils have made consistent gains in their progress in English in Key Stage 2. This has followed a close focus on the teaching of literacy and the use of resources which engage and interest the pupils. The last three years have seen a clear upward trend in all subjects and the progress of pupils in mathematics is also improving in Key Stage 2 but not quite keeping pace with English.
- Pupils get regular opportunities to read in school and teachers and learning assistants ensure that their phonics knowledge continues to be reinforced both during lessons and support sessions.
- There are no significant differences in the progress made by groups of pupils. In English and mathematics the attainment of pupils eligible for the pupil premium is similar to that of other pupils in the school. The impact of well-planned actions is leading to improvement in the achievement of pupils with special educational needs and has successfully narrowed the gap between their attainment and that of all other pupils. This improvement demonstrates the school's successful promotion of the equality of opportunity
- The school's systems for tracking each individual pupil's level of progress and achievement are very detailed and accurate. The tracking data is carefully analysed to establish any areas that are in need of strengthening and any individual pupils or groups who require additional support.

The quality of teaching is good

- The teachers' commitment, subject knowledge and knowledge of their pupils means that most lessons are well-planned and engage the pupils. The pupils' attitude to learning is positive and their enthusiasm in the classroom is clearly apparent.
- In the majority of lessons teachers ensure that learning runs at an appropriate pace and the teachers' good questioning skills keep all pupils 'on task' and involved. A good example of this was seen in Year 4/5, when the pupils were very keen to perform their 'choral poems' to their peers and the inspectors.
- Phonics teaching to children in Reception and pupils in Year 1 and 2 is effective and adapted to suit different ability levels so pupils learn well. The pupils achieved a score significantly above the national average in the Year 1 phonics screening check.
- Marking and feedback are helping pupils to meet their learning targets. Pupils get clear guidance on the next steps in improving their work and marking and feedback are consistently good across all year groups.
- Teachers sometimes spend too much or too little time introducing lessons leaving insufficient time for pupils to get to grips with new concepts and ideas or not preparing pupils sufficiently to undertake independent learning activities.
- In a small number of lessons activities are not well matched to the different abilities of pupils. This results in some pupils finding the work too difficult and others completing tasks very quickly when they could tackle more demanding work.
- In addition to the exceptionally strong and effective profile of music throughout the school the curriculum is being developed to incorporate more outdoor-based learning and this was observed in a Year 2 class who returned to their classroom visibly excited and very keen to write about all the 'wildlife' they had encountered!
- All parents who responded to the questionnaire or spoke to the inspectors considered that their child was taught well and made good progress.

The behaviour and safety of pupils are good

- Pupils demonstrate good attitudes towards learning and quickly settle to the tasks they are set with enthusiasm. They are keen to ask and answer questions and clearly enjoy coming to school. As one Year 6 parent commented, 'Towards the end of the holidays my child cannot wait for school to start again'.
- Young children in the Early Years Foundation Stage are taught, from when they start school, what is expected regarding good behaviour. These expectations ensure that behaviour is consistently good across all age groups.
- Parents have a positive view of behaviour in the school as expressed by those responding to the on line questionnaire, Parent View, and to the school's own survey. They appreciate that the school is caring, approachable and will deal appropriately with any issues that arise.
- Pupils at Newlyn are polite and courteous to staff and visitors. They are taught to show respect and consideration for others. They get on well with each other across the age groups in lessons and on the playground areas where they show a good awareness of each other and how to keep safe.
- Pupils are keen to take an active role in school life and take on a variety of responsibilities. The wide range of clubs and activities, which currently include a range of sports, circus skills, and baking, ensures there is 'something for everyone'.
- Weekly and termly celebrations of good individual and whole class attendance and close home-school working links have resulted in an on-going record of improved attendance.
- Pupils say they are well cared for and feel safe at school at all times. They felt able to speak to adults if they had a problem or needed to confide in someone. They showed a clear understanding of what constituted bullying, including physical, emotional and cyber bullying and commented that the adults always dealt with any instances quickly, fairly and firmly.
- In a small number of lessons pupils' attitudes to learning are not as focused as they might be and there are a few incidences of low level disruption. However these are dealt with effectively by staff.
- There are clear systems to record poor or inappropriate behaviour.
- Behaviour policies and procedures are implemented consistently which contributes well to the positive ethos and good relationships. Staff provide strong role models for the pupils and mutual respect and trust are embedded throughout the school.

The leadership and management are good

- The headteacher and senior leaders are ambitious for the school's further development and have a good understanding of its strengths and areas for improvement.
- Teachers and parents consider that the senior leaders provide effective leadership and management across all areas of the school.
- The leadership of teaching is becoming rigorous and performance management has served to address previous weaknesses. This is well supported by the strong teamwork and morale of the teachers and their desire and commitment to keep the school moving forward.
- Leaders and managers rigorously collect data on pupils' attainment and progress. The information is analysed accurately and pupil progress meetings are scheduled every term in order to identify those pupils falling behind or not making expected progress and take appropriate action.
- The school's self-evaluation is accurate and improvement plans are focused through success criteria, targets and timelines.
- Improvements to pupil outcomes, attendance and the quality of teaching indicate a good capacity to maintain improvement.
- Safeguarding arrangements comply with statutory regulations. The leadership identify and respond very well to any concerns regarding child welfare. They are exceptionally well supported by the effective role played by the 'Every Child Matters' coordinator.
- Senior leaders observe teachers' work and make judgements relating to the quality of their practice and the progress their pupils make. These findings are used appropriately to decide teachers' pay and internal promotion within the school. There are clear links between performance, appraisal and pay progression.
- The school places a priority on professional training for the staff and developing their teaching skills and knowledge although opportunities for teachers to share best practice could be increased. There is close and effective local authority involvement through the PET.
- The range of subjects and topics taught is extensive, and well matched to the needs of pupils. There are a very wide variety of activities available for pupils. An example of the breadth of opportunity is the annual residential trip to London which is very much looked forward to.
- There are many opportunities for the development of the pupils' spiritual, moral, social and cultural awareness and understanding.
- **The governance of the school:**
 - Governors know the school well and are committed to improving it further. They hold leaders to account for the effectiveness of the school. They have a clear understanding of the school's strengths and how well it performs in comparison with other similar schools. They understand the areas for development and work with the school to develop the school improvement plan. They are regular visitors to the school and are individually 'attached' to specific classes and curriculum areas. The governing body has an effective committee structure and individual governor's expertise is used well. For example to ensure that the school's finances are carefully audited and well managed. They have a clear understanding of how the pupil premium funding is allocated and its impact in improving levels of pupil attainment. Governors are kept well informed by the school's leadership and also attend training so that they can fulfil their roles more effectively. They ensure that the school meets all statutory obligations, including those related to safeguarding and the safe recruitment of staff.

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

Unique reference number	111987
Local authority	Cornwall
Inspection number	401221
Type of school	Primary
School category	Community
Age range of pupils	4 — 11
Gender of pupils	Mixed
Number of pupils on the school roll	151
Appropriate authority	The governing body
Chair	Elizabeth Lambourn
Headteacher	Alison Whitney
Date of previous school inspection	27 — 28 April 2010
Telephone number	01736 363509
Fax number	01736 364409
Email address	head@newlyn.cornwall.sch.uk

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