

Newby Primary School

Ryan Street, Manchester Road, Bradford, West Yorkshire, BD5 7DQ

Inspection dates 25–26 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good and improving.
- By the time pupils leave, at the end of Key Stage 2, attainment is broadly average.
- Most pupils make at least the progress expected of them. The proportion of pupils who make better progress in English and mathematics compares favourably to national figures and has risen significantly over the last three years.
- Pupils are well prepared for the next stage of their education.
- All groups of pupils, including those who are disabled or with special educational needs and those known to be eligible for the pupil premium, achieve well. This shows the school's strong and successful commitment to promoting equality of opportunity and tackling discrimination.
- Teaching is usually good with some that is outstanding. Teachers have good subject knowledge and forge strong relationships with pupils in their classes based on care and respect.
- Pupils are very proud of their school. Their behaviour towards each other and the adults working with them is exemplary.
- Students say that they feel exceptionally safe in school.
- Pupils' personal development, including their social, moral, spiritual and cultural development, is outstanding because of the outstanding care, guidance and support the school provides for every pupil.
- Relationships with the vast majority of parents are very strong.
- The new leadership team and the governing body have a clear view about what the school does well and where it could do better. They are driving up the quality of teaching and, consequently, achievement is improving securely.
- Leaders and managers work hard and successfully to forge links with the local community. The school is highly regarded in the area it serves.

It is not yet an outstanding school because

- Not enough pupils make more than the progress expected of them for achievement to be outstanding.
- Not enough teaching is outstanding.

Information about this inspection

- Inspectors observed teaching and learning in 19 lessons taught by 19 members of staff. Inspectors also looked closely at samples of pupils' written work in their exercise books. Inspectors also observed the teaching of phonics (letters and the sounds that they make) and listened to a group of pupils read.
- Inspectors held meetings with members of the leadership team, groups of pupils and staff, and representatives of the governing body. An inspector also met with a representative of the local authority.
- Inspectors took account of a wide range of documentation including: information on pupils' progress and attainment; the school's evaluation of its effectiveness and the development plan; school records relating to behaviour, safety and the monitoring of teaching and learning; minutes of the meetings of the governing body; and reports from the school improvement officer.
- Inspectors took account of 132 questionnaires returned by parents, as well as summaries of responses to questionnaires sent out by the school to parents. Inspectors also took account of questionnaires returned by staff.

Inspection team

Stephen Wall, Lead inspector	Additional Inspector
Diane Buckle	Additional Inspector
Peter Bailey	Additional Inspector

Full report

Information about this school

- Newby is much larger than the average-sized primary school.
- Nearly all pupils are from minority ethnic backgrounds with the majority being of Pakistani heritage.
- The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils known to be eligible for the pupil premium is above the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- The proportion of pupils supported through school action is well above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below the national average.
- The school works very closely with eight local primary schools known collectively as BD5.
- The headteacher and deputy headteacher have been in post since September 2012. A new leadership and management structure has been in place since September 2012.
- 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?

- Increase the amount of outstanding teaching in order to raise achievement further by ensuring that:
 - teaching sets tasks, at the right level, that are neither too hard nor too easy for pupils, according to their differing needs and abilities
 - all teachers spend less time on explaining tasks and allow pupils to get on with their learning by themselves as soon as they are ready
 - the best teaching is used more effectively and systematically across the school to model best practice.

Inspection judgements

The achievement of pupils is good

- Children join the Early Years Foundation Stage with skills that are generally below those expected for their age. In some areas, such as communication, language and number skills, they are well below expected levels.
- Children make good progress in the Nursery and Reception classes because of good teaching and a good range of activities both indoors and outdoors that stimulate their interest and learning.
- Pupils continue to make good progress in Key Stages 1 and 2. By the end of Key Stage 2 attainment has risen over the last three years and is in line with the national average.
- The vast majority of pupils make at least the progress expected of them in English and mathematics. The proportion of pupils making better progress than this has grown in recent years and compares favourably with national figures. School data, confirmed by inspection evidence from lesson observations and analyses of pupils' work, show that the upward trend is set to continue.
- The pupil premium funds are used in imaginative ways that benefit individual pupils. As a result, the gap between the attainment of pupils who are known to be eligible for free school meals and that of other pupils has narrowed rapidly in recent years. In 2012 the attainment of pupils known to be eligible for free school meals was above that of similar pupils nationally in English and mathematics. In comparison to other pupils in the school, pupils known to be eligible for free schools meals achieved equally as well.
- Pupils who are disabled or who have special educational needs also make good progress because of the high quality of care and support that they receive.
- The fact that all groups of pupils make good and improving progress shows the school's successful promotion of equality of opportunity and tackling discrimination.
- Pupils from different minority ethnic groups and those who speak English as an additional language achieve well. Those learning English receive excellent support that develops their English and literacy skills at a very fast pace.
- The teaching of phonics is successful in enabling pupils to make good progress in their reading skills. Pupils say how much they enjoy reading. The proportion of pupils that reach expected levels of attainment in reading at the end of Key Stage 2 is above average.

The quality of teaching is good

- The vast majority of teaching is good. In the Early Years Foundation Stage it is planned well to provide children with a wide range of stimulating and imaginative activities both in the classrooms and outdoors. There is a good balance of activities that are adult-led and those that children choose for themselves.
- Teachers have good subject knowledge and plan their lessons well to contain a good variety of activities to keep pupils interested in their learning. Most lessons are taught at a fast enough pace to keep pupils busy and interested in what they are doing. However, in a few lessons teachers spend too long explaining tasks to pupils when they are ready and eager to get on with learning by themselves. This slows the progress that pupils could make.
- Most teachers use information about what pupils already know and can do and plan activities that are pitched at the right level of challenge for pupils in their classes. However, sometimes teachers set pupils tasks that are either too easy or too difficult for them. This sometimes slows their progress.
- Where teaching is outstanding, lessons move along at a very fast pace with activities that are matched closely to pupils' abilities. Pupils enjoy rising to the challenges that teaching presents and show great determination to give of their best. They enjoy working things out for

themselves, only relying occasionally on the teacher's support to point out where they have gone wrong or when they need a little advice.

- In a Year 5 mathematics lesson, for example, on finding appropriate ways to solve problems, the teacher used quick-fire and appropriately challenging questions to gauge pupils' understanding of what they were learning. The tasks were of exactly the right level of difficulty and the teacher boosted the level of challenge when he judged that the pupils were ready for more difficult work. All the pupils showed an impressive recall of what they had learned previously and how to apply these skills to problem solving. They made outstanding progress as a result.
- Teaching assistants play a pivotal and highly successful role in supporting disabled pupils, those who have special educational needs and those who speak English as an additional language.
- Teachers mark pupils' written work regularly. The quality of their feedback to pupils on how to improve their work is of good quality and helps pupils understand the next steps that they need to take to improve their work.
- Reading and mathematics are taught well in the vast majority of lessons and across other subjects. Pupils' attainment in writing is improving rapidly because of the school's strong focus on providing pupils with a wider range of activities that pupils enjoy writing about at length and with meaning.

The behaviour and safety of pupils are outstanding

- Since the previous inspection leaders and managers have maintained the outstanding quality of care, guidance and support for pupils. As a result, pupils' personal development is of outstanding quality. Pupils are politely inquisitive, confident and exceptionally proud of their school.
- Relationships between teachers and pupils in classrooms are consistently exceptionally strong. Teachers know each pupil as an individual. Mutual respect is the school's cornerstone on which its success is built. Pupils are acutely aware of the importance of good manners and treating others with respect.
- Pupils' behaviour in lessons and around school is exemplary. Even when teaching does not capture their interest fully, pupils are still impressively keen to get on with things and give of their best.
- Pupils say, and school records confirm, that bullying of any kind is extremely rare. On the few occasions when it occurs, pupils say that is dealt with swiftly, effectively and fairly.
- Pupils say that they feel exceptionally safe in school. They are fully aware of what might constitute potentially dangerous situations and know how to avoid and/or tackle them.
- Pupils speak very knowledgeably and with deep understanding about the dangers of using the internet inappropriately.
- The school has extended its range of enrichment activities, especially school trips, to broaden pupils' experiences and to encourage the development of their writing skills by using first-hand experiences. Pupils enjoy taking on responsibilities in school by, for example, becoming members of the school council or by becoming reading 'buddies' to younger pupils. Pupils are very active fundraisers for charities both in the local community and internationally.
- Attendance is average.
- The excellence of pupils' behaviour and their tolerant attitudes towards each other and those who are different testify to the outstanding quality of pupils' spiritual, moral, social and cultural development.
- The vast majority of parents are very pleased with standards of behaviour in the school.

The leadership and management are good

- The school is led extremely well by the headteacher and the whole leadership team. They know exactly what the school does successfully and where it could do better. Planning for future success is clear. It gives a sharp focus on where leaders want the school to go and how to get

there.

- New leadership has stepped up the rigour with which the quality of teaching and learning is checked. This has led to higher expectations and a closer concentration on targeting professional development with greater purpose. Challenging targets are set for staff as an integral part of managing their performance and deciding on progression up the salary scale.
- The school works very effectively with eight other local primary schools. This has led to increased cooperation in, for example, staff training and professional development. The nine schools have also started to share best practice in teaching. However, leadership accepts that opportunities to model best practice within the school are not used regularly or systematically enough to drive the pace of improvement in the quality of teaching at an even faster pace.
- The taught curriculum matches pupils' needs and abilities well. The range of enrichment activities has been extended, especially the number of educational trips and visits undertaken. These activities are extremely popular with pupils. They broaden their horizons and encourage them to speak and write meaningfully about their experiences.
- The leadership team has introduced expectations that there should be a high level of talk for learning in classrooms across the curriculum. Staff have responded positively and most classrooms buzz with pupils talking about their ideas and learning. This has a strong impact on improving pupils' speaking skills and their confidence in using English.
- Leaders and managers have developed and nurtured mutually supportive relationships with parents with great success. The appointment of highly skilful Parent Involvement Workers has strengthened further positive relations with parents.
- Policies and procedures for safeguarding pupils are fully in place and give no cause for concern.
- The local authority provides light-touch support for this good and improving school.
- **The governance of the school:**
 - The governing body is exceptionally supportive of the school. It uses performance information effectively to establish how well the school is doing in comparison to other schools both locally and nationally. The governing body knows the quality of the teaching in the school and is effective in holding leaders and managers to account for how well they check on its quality and drive up its impact on improving achievement further. The governing body understands fully the operation of performance management and monitors closely its link to salary progression. Governors have a firm grip on the school's finances including the allocation of pupil premium funding, the use and impact of which they monitor carefully. Governors take part in regular training to keep themselves up to date with developments and to hold the school to account for its effectiveness.

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	107218
Local authority	Bradford
Inspection number	412235

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	531
Appropriate authority	The governing body
Chair	Jackie Walters
Headteacher	Janice Stephenson
Date of previous school inspection	29 September 2009
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