

# Newborough Church of England Primary School

School Road, Newborough, Peterborough, PE6 7RG

**Inspection dates** 22–23 October 2013

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils do not consistently achieve well enough because work, including for the more able, is not always sufficiently challenging.
- Pupils do not use their knowledge of sounds and letters enough to help them with their reading and spelling.
- Teaching requires improvement because teachers do not demonstrate clearly, in some lessons, what pupils are expected to do and learn.
- Pupils are not encouraged to check and correct their work when they have made avoidable errors.
- Opportunities are missed for pupils to improve their literacy and numeracy when they are working in other subjects.
- The new subject leaders have not had the opportunity to help improve teaching and learning across the school.

### The school has the following strengths

- Children get off to a good start in the Reception year where good teaching helps them to learn quickly.
- Pupils who are entitled to pupil premium funding make good progress and their attainment is similar to that of other pupils at the school.
- Disabled pupils and those who have special educational needs learn quickly because their needs are identified and relevant support is provided.
- Pupils feel safe at school and behave well. They are polite and friendly and keen to help each other with their learning.
- The impact of leadership and management, including that of governors, is good and, consequently, teaching and pupils' achievement are improving rapidly.
- Good provision is made for pupils' spiritual, moral, social and cultural development, enabling pupils to become respectful and considerate.

## Information about this inspection

- The inspection team observed teaching in 20 lessons, seven jointly with the headteacher or deputy headteacher. All teachers at the school were observed.
- Meetings were held with senior leaders, teachers, pupils, members of the governing body and a representative from the local authority.
- The inspector took into account 54 responses to the online Parent View survey and held informal discussions with a sample of parents.
- The inspectors considered the views expressed in survey responses from 22 members of staff.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning documents, checks on the quality of teaching, the school development plan, records relating to behaviour and attendance, and safeguarding procedures.

## Inspection team

Alison Cartlidge, Lead inspector

Additional Inspector

David Westworth

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils for whom the school receives pupil premium funding (additional government funding given to the school for specific groups of pupils including those known to be eligible for free school meals and children who are looked after by the local authority) is well below the national average.
- The proportion of disabled pupils and those who have special educational needs at school action is above average. The proportion at school action plus or with a statement of special educational need is broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The headteacher joined the school in April 2012. There have been several changes in governors and teachers, including subject leaders, since the last inspection.
- The breakfast club is not managed by the school and did not form part of this inspection, though it takes place on school premises.

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

- Ensure that teaching is consistently good or better, by:
  - making sure that work is always challenging enough, including for the more able
  - demonstrating clearly to pupils what they are expected to do and meant to learn in each lesson.
- Increase pupils' achievement, by:
  - making sure that pupils use what they have learned about sounds and letters when reading and spelling
  - expanding opportunities for pupils to develop their literacy and numeracy when working in other subjects
  - ensuring that pupils check their work and correct avoidable errors.
- Expand the role of the new subject leaders so that they have a greater impact on teaching and learning.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because progress is inconsistent in lessons in Years 1 to 6. Pupils do not always complete tasks at the level of which they are capable and they make avoidable errors in their work. The progress of more-able pupils requires improvement, because they do not always receive work that is sufficiently challenging.
- Attainment by the end of Years 2 and 6 has been broadly average in recent years but it is rising rapidly in reading, writing and mathematics. Leaders have established a rigorous system for checking up on how well pupils are doing and provide focused support where it is needed most. As a result, most pupils who have not made enough progress in the past are catching up. However, there are too few opportunities for pupils to extend their literacy and numeracy skills to support their learning in other subjects.
- Pupils in the recent Year 1 national phonics screening (which tests the knowledge of letters and sounds) did less well than pupils in other schools nationally. Pupils across the school do not always strengthen their knowledge of the sounds that letters make by using what they have learned to help them with their reading and spelling.
- Most children are working within the levels typical for their age when they start school in the Reception year. They make good progress and the attainment of most children is at or beyond the typical levels for their age when they join Year 1. Children do especially well in developing confidence and in forming relationships and these skills support their rapid learning in other subjects. Occasionally, when working on activities children have chosen for themselves, the task does not extend their learning enough.
- The small number of pupils entitled to pupil premium funding make good progress. The attainment gap is closing rapidly, and their attainment is similar to that of other pupils at the school in English and mathematics. This is because they receive carefully planned one-to-one teaching support.
- Disabled pupils and those who have special educational needs do well from their starting points because their needs are identified quickly and good support in class and in special additional lessons leads to good progress.
- Pupils develop healthy lifestyles, improve their physical well-being and reach the physical performance levels of which they are capable. They enjoy taking part in physical education lessons, where skills are being taught thoroughly, and in the wide range of popular clubs.
- Pupils' good attitudes towards learning have a positive impact on the progress they make and they are keen to take part in all activities.

### The quality of teaching

### requires improvement

- Teaching requires improvement because it is inconsistent, including in literacy and numeracy. While teachers plan work for differing abilities, they do not always make sure that it is challenging enough for all groups in their class, including more-able pupils, so that learning is fast enough.

- In some lessons, teachers do not demonstrate clearly what pupils are expected to do and learn and when this happens, pupils do not gain the maximum benefit from their work. In addition, teachers do not ensure that pupils check their work when they have finished so that avoidable errors are corrected.
- Teaching is good in the Early Years Foundation Stage. Good questioning is used to move learning forward. There is a good balance between tasks that children have chosen for themselves and activities led by members of staff. For example, children were being supported well in their counting 'one more than' and enjoyed dressing up independently and pretending to be in the story 'The Gruffalo'.
- There are examples of good teaching across the school and teaching is improving rapidly. Teachers are keen to develop and are able to reflect on each lesson and suggest how they could improve it next time. They form good relationships with the pupils and manage their behaviour well.
- Teaching assistants are used well to support small groups of pupils, particularly disabled pupils and those who have special educational needs. They ask probing questions that support pupils' learning and build their confidence.
- Improvements have been made since the last inspection to the way teachers promote mathematical vocabulary. For example, in Year 2, pupils were encouraged to use vocabulary such as 'multiple' when counting in twos, fives or tens. In addition, teachers now check pupils' learning thoroughly, and write helpful comments on their work to show them how to improve next time.
- Teachers are successful in developing pupils' good attitudes towards learning. Consequently, pupils have improved the care they take with their handwriting since the time of the last inspection.

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

- Pupils enjoy school and behave well in lessons and on the playground. Parents and pupils say that they are pleased with behaviour at the school. There has been a reduction in instances of bad behaviour over the past two years, with pupils responding well to the school's revised behaviour policy. The playground buddies scheme has been a great success and pupils are confident that teachers deal with occasional inappropriate behaviour well.
- Pupils say that they feel safe at school and that any form of bullying is 'extremely rare'. Assemblies are used well to reinforce positive behaviour such as 'making friends'. An overwhelming majority of parents responding to the parental questionnaire agree that their children are kept safe. Pupils know how to stay safe, including when working on the internet.
- Pupils have positive attitudes towards learning and when they do not make enough progress in a lesson this is not due to misbehaviour or them not wanting to learn, but due to the work not being challenging enough. Leaders monitor pupils' rates of attendance rigorously and consequently attendance is consistently well above average.
- Pupils are polite and friendly and keen to help each other with their work. They enjoy sharing ideas with a partner and play together sensibly. They show respect for others because equal opportunities are promoted strongly and discrimination is tackled robustly. For example, when one child in the Reception class asked for help with their model, another said, 'Okay, help to the

rescue’.

- Pupils are keen to take responsibility for caring for others and the world. They write thoughtful prayers, and pupils in Year 5 have studied the school’s system of using rainwater to flush the toilets and know that this helps to conserve valuable natural resources. Pupils do not take the same level of responsibility for their learning by checking their work and correcting avoidable errors.

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

- Leadership and management are effective because the headteacher and other senior leaders are ambitious for the school and have an accurate understanding of what works well and what needs to be improved next. Issues identified in the last inspection have been tackled successfully and recent improvements in teachers’ marking and in their management of pupils’ behaviour are evident in all classes.
- Parents are pleased with the school and appreciate the increase in information on how they can help their children’s learning at home. They make positive comments such as, ‘the headteacher is doing a good job from where the school started’ and ‘everyone is so approachable’.
- Senior leaders have rigorous procedures for checking up on how well teachers are doing and use the information from their observations to help plan each teacher’s next steps and provide suitable training. There is a close link established between how teachers need to develop and how well pupils are learning. Teachers are accustomed to reviewing their own work and, consequently, teaching is improving quickly.
- Pupil premium funding is spent effectively on additional teaching support and access to clubs and visits so that these pupils can make better progress than other pupils at the school and not fall behind in their learning.
- The recent primary school funding for sport is being used effectively to pay for specialist support for teaching and learning in games’ lessons and to provide additional clubs and resources.
- The curriculum is developing well and makes a good contribution to pupils’ positive attitudes to learning across subjects and topics. For example, improvements in the way mathematics is being taught are starting to have a positive impact on pupils’ progress. Several subject leaders are new to their roles and have not had the opportunity to help check teaching and learning and to ensure that literacy and numeracy are being developed further to support learning in other subjects.
- Provision for the pupils’ spiritual, moral, social and cultural development is a strength of the school. Positive behaviour is promoted well and pupils appreciate the way visits to the church and assemblies teach them values such as ‘kindness’ and ‘politeness’.
- Safeguarding arrangements meet requirements. All members of staff are trained in keeping pupils safe and are checked for suitability before working in school.
- The local authority provides the right level of support for this rapidly improving school. The level of support has recently been reduced now that it is clear that leaders have the capacity to go on improving teaching and pupils’ progress.

■ **The governance of the school:**

- Governance is good. Governors take an active part in improving the school and checking up on how well it is doing. They have a good understanding of what works well and have improved the way they challenge the school over areas that still require improvement. They know how achievement at the school compares with that of other schools and how effective teaching is. They are fully aware of the systems in place to help teachers to develop their skills. They know how good teaching is to be rewarded and how weaker teaching is already being challenged and supported. Governors have a good understanding of how well the pupil premium funding is being used and know that it is having a positive impact on the attainment of these pupils.

## 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>	110826
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	425212

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	206
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vicky Bowman
<b>Headteacher</b>	Alex Hope
<b>Date of previous school inspection</b>	2–3 November 2011
<b>Telephone number</b>	01733 810253
<b>Fax number</b>	01733 810035
<b>Email address</b>	office1@newborough.peterborough.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

