

Newtown Primary School

Buxton Road, New Mills, High Peak, SK22 3JS

Inspection dates 26–27 November 2013

Overall effectiveness	Previous inspection:	Inadequate	4
	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.

- Pupils make good progress from their different starting points and they achieve well. Pupils' national test results at the end of Key Stage 2 have improved since the previous inspection.
- Most of the teaching is good and some is outstanding. In the best lessons, expectations are high and teachers take every opportunity to develop and challenge pupils' thinking.
- Behaviour in lessons and around the school is good. Pupils are keen to do their best and positive relationships between pupils and adults are evident throughout the school.
- The school provides a safe, happy and harmonious environment where pupils' spiritual, moral, social and cultural development is effectively promoted. Pupils are well cared for and feel safe in school.
- The headteacher's drive and determination have ensured that previous weaknesses have been successfully addressed. Rapid improvements have been made to teaching and learning, and to pupils' achievement.
- The governing body is effective in challenging leaders over all aspects of the school's work.

It is not yet an outstanding school because

- There is not enough outstanding teaching in the school.
- Marking in subjects other than English and mathematics is not always as helpful as it might be in identifying the next steps in pupils' learning.
- Despite making good progress, pupils' attainment in mathematics does not yet match that in reading and writing.

Information about this inspection

- The inspector observed an assembly and parts of seven lessons, involving all the teachers and teaching assistants. One lesson was jointly observed with the associate headteacher. The headteacher was absent due to illness during the inspection.
- The inspector listened to pupils read, looked at samples of pupils' work in mathematics, literacy and science, and reviewed children's records from the Early Years Foundation Stage.
- Meetings or discussions were held with the acting headteacher and associate headteacher; teachers; two members of the governing body, including the Chair; a group of pupils; and two representatives of the local authority.
- The inspector took account of the 13 responses to the online questionnaire (Parent View). The inspector also spoke to a number of parents and carers at the beginning of the school day.
- The inspector looked at the school's development plan and documents relating to the school's own evaluation of its strengths and weaknesses, as well as assessment data that teachers use to monitor pupils' progress.
- The inspector looked carefully at the arrangements and records kept to safeguard pupils.

Inspection team

Dorothy Bathgate, Lead inspector

Her Majesty's Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- This school is much smaller than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average. The proportion supported at school action plus or with a statement of educational needs is above average.
- The school receives additional funding, known as the pupil premium, to improve the progress of particular groups of pupils such as those known to be eligible for free schools meals or looked after by the local authority. The proportion of pupils supported is below average.
- In addition to the headteacher, who has a small teaching commitment, the school has three full-time teachers and two part-time teachers, all of whom take on leadership roles. Pupils are split into four classes.
- 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?

- Further improve teaching so that more is outstanding by ensuring that:
 - time spent in lessons always supports pupils to achieve their full potential
 - marking in all subjects provides pupils with clear points that shows them how their work can be improved.
- Raise achievement in mathematics in all year groups by:
 - providing more opportunities for pupils to solve more complex mathematical problems and investigations
 - providing enough challenge for the more-able pupils so that they can go on to reach the highest possible levels.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress during their time at the school. By the end of Year 6, pupils reach standards in reading and writing that are above the national average. However, attainment in mathematics, although improving, does not consistently match that of reading and writing. Attainment in reading, writing and mathematics have improved each year since the last inspection.
- Although there is some variance from year to year, overall, children start school with skills and abilities which are broadly in line with those typically expected for their age. They make good progress in the Early Years Foundation Stage in developing their early reading and writing skills and build well on their already well-developed social skills. At the end of Year 2, standards are above the national average.
- Pupils' learning in lessons is good, and sometimes outstanding. Their positive attitudes to learning help most pupils to gain knowledge and skills quickly.
- Pupils supported through the pupil premium make good progress because of the extra support they receive in lessons, as well as through the nurture group and other initiatives led by the learning mentor. This leads to good improvements in attitudes to learning. Because the number of pupils known to be eligible for free school meals in Year 6 last year was quite small, it is not possible to comment on their relative attainment without risk of identifying individual pupils.
- The progress of disabled pupils and those who have special educational needs is good. Well-organised and sensitive support, at the right level from teachers and other adults, enables these pupils to gain confidence and tackle more difficult work.
- Pupils develop a love of reading and many make outstanding progress because of the effective strategies employed by the school. This includes a strong emphasis on the development of skills in phonics (the sound that letters make) and the use of target readers. Pupils use their knowledge of phonics to tackle unfamiliar words and they learn to read to the punctuation successfully so that stories come to life, especially when reading aloud.
- In subjects other than English and mathematics, pupils are also able to make good progress. The quality of the curriculum, including enrichment activities, enables pupils to make links between subjects and develop their basic skills well.
- Pupils are developing good mathematical skills and carry out mental and written calculations well. However, they do not solve mathematical problems on their own confidently on a regular basis, particularly problems that involve aspects other than number. This prevents the more-able pupils from reaching the higher levels.

The quality of teaching is good

- Teaching is usually good and some is outstanding. This has a direct impact on the consistently good or better progress now seen, and the rising attainment of pupils.
- The Reception classroom is being developed into a stimulating environment. Children enjoy exploring a range of experiences, both indoors and outdoors. Some of these are formally structured but others are designed to promote curiosity and creativity and allow children to

develop their thinking skills.

- Teaching assistants make a good contribution to pupils' learning. They support pupils with confidence and use their initiative well to judge when and how to support individual pupils, including those with additional needs.
- Marking in English and mathematics is of a good quality. Pupils receive advice and guidance with clear points for improvement. Pupils enjoy the regular 'fix it' time, where they have the opportunity to respond to, and act upon, the marking and advice that they receive. However, this high level of marking is not always provided in other subjects.
- In the best lessons observed, in both the Key Stage 2 classes, pupils made excellent progress and thoroughly enjoyed their learning. Teachers used every opportunity to extend pupils' thinking and ideas through skilful questioning, well-targeted activities and the effective development of their independent learning skills. Senior leaders recognise that more of this consistently high-quality teaching is required throughout the school.
- A feature of the school is the wide range of needs and age groups within each class. Teachers show that they have high expectations for what pupils can achieve. Work is generally pitched at a suitably challenging level because teachers plan lessons based on accurate information about what the pupils already know and can do. However, the more-able pupils are not always stretched enough in mathematics to match the high standards they reach in reading and writing.

The behaviour and safety of pupils are good

- The school is a happy and caring place where everyone feels included. Parents and carers speak highly of the high-quality care, the excellent relationships among pupils and adults and the high standards of behaviour.
- Pupils have positive attitudes to learning and behave well in lessons and at break and lunchtimes. Pupils enjoy their work and are proud of their school.
- Pupils understand the potential dangers of using the internet and social media. They understand different types of bullying and how to report it, but bullying is extremely rare. Pupils behave safely and sensibly, showing respect for each other and anyone who might appear different. As a result, all pupils feel very safe at school.
- Skilful and unobtrusive behaviour management is consistent in all classes. Pupils rarely need to be 'told off' and good behaviour is the norm.
- Provision for pupils' spiritual, moral, social and cultural development is good. Pupils acquire a wide range of social skills that help them to develop into mature and well-rounded individuals. All staff cultivate mutual respect and cooperation, and they promote pupils' confidence and self-esteem effectively. As a result, positive relationships between adults and pupils are evident and pupils work extremely well together.
- The school responds quickly to absence and, as a result, attendance is above average.

The leadership and management are good

- The unswerving commitment and strong leadership of the substantive headteacher have

ensured that previous weaknesses have been successfully addressed. Despite significant staff changes, she has continued to focus sharply on the school's agenda for driving continued improvement.

- This capable leadership is continuing at the present time in the absence of the substantive headteacher. The senior teacher is undertaking an acting headteacher role and is being well supported by a part-time associate headteacher. As a result, despite the difficult circumstances currently facing the school, staff morale is high and all staff are ambitious for the school. This is highly commendable.
- Senior leaders have an accurate view of the quality of teaching. There are robust systems to monitor the quality of classroom practice. Staff engage positively in the feedback provided from lesson observations and take action to improve any identified areas. This shared commitment to continual improvement has secured a profile of good teaching across the school since the previous inspection.
- School leaders have an accurate view of the school's performance. Systems to manage staff performance are used well, both to support and challenge their work. Lesson observations, regular monitoring of teachers' planning and pupils' workbooks, together with pupil progress meetings, ensure that senior leaders can tackle any underperformance swiftly and effectively.
- Leadership and management are good in the Early Years Foundation Stage. This has resulted in major improvements in the learning environment, teaching, assessment practice and children's progress since the last inspection.
- In this small school, all of the teachers take on subject leadership roles and play a part in the monitoring process. Subject and other leaders are able to identify accurately strengths and weaknesses in teaching and can demonstrate the impact their monitoring has had in bringing about improvements.
- The curriculum promotes pupils' achievement and their personal development well. The creative curriculum, sporting activities, visits and visitors ensure that pupils have the opportunity to engage in a good range of learning experiences. This provision supports pupils' spiritual, moral, social and cultural development and gives every pupil an equal opportunity to succeed.
- The school is using additional funding for physical education and sport to work in partnership with the local sports trust, provide specialist coaching, and invest in a range of training for all staff. These initiatives are being used to improve pupils' health and well-being, and to improve their levels of performance.
- The school has good partnerships with parents and carers. They appreciate the willingness of all staff to meet with them to discuss any matters of concern, as well as the invitations to regular parent meetings. Of those who completed the Parent View survey, over 90% would recommend the school to others.
- The school has established a highly effective partnership with another local authority school. This has involved staff from both schools in sharing ideas, resources and expertise, and has been of significant benefit in supporting the school on its journey of improvement.
- The school has received excellent support from the local authority to bring about improvements since the last inspection. The link adviser and senior adviser know the school well through their regular monitoring visits and termly progress review meetings. The governing body is fulsome in its appreciation of the local authority's support and, particularly, its guidance through the current

changes in leadership.

■ **The governance of the school:**

- Governance is good. The governing body is well led and has a clear understanding of its responsibilities. It understands the strengths of the school and where further improvement is required. Governors have the required expertise to hold leaders to account and to compare the school's progress to national and local standards. All members of the governing body are regular visitors to the school. Governors provide good support and are ambitious and passionate about the school's future. Good decisions are made about staffing, salary progression and the budget, and governors ensure that teachers' pay is linked to the progress of their pupils. Governors make sure that additional funding received from the government is spent wisely and monitor the impact of this to ensure that it is being used effectively to help pupils make rapid progress. This can be seen in the decisions made on how to spend the pupil premium, which has significantly improved eligible pupils' achievement. The governing body ensures that the school's safeguarding arrangements meet all statutory requirements.

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	112599
Local authority	Derbyshire
Inspection number	423856

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	81
Appropriate authority	The governing body
Chair	Sam Monteith
Headteacher	Sarah Butterworth
Date of previous school inspection	9 March 2012
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