

# Newport Primary School

Frambury Lane, Newport, Saffron Walden, CB11 3PU

**Inspection dates** 23–24 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- The school continues to improve. Action taken since the last inspection has resulted in big improvements in writing. School leaders and governors have ensured improvement in the quality of teaching.
- Standards across the Early Years Foundation Stage and in Key Stage 1 are high in all areas. Pupils are now making good progress across the school.
- Pupils behave well and have positive attitudes. They say that adults do all they can to keep them safe. School leaders have worked effectively to promote a culture of respect where learning has a high priority.
- Governors have strengthened their involvement in helping the school to improve. They make excellent use of their different skills to support the school and hold it to account.
- The lively and stimulating topics and extra-curricular clubs make an excellent contribution to the pupils' spiritual, moral, social and cultural development.
- Parents are delighted with the school. They play an active role in making this a warm and friendly community.

### It is not yet an outstanding school because

- Some teachers in Key Stage 2 are not giving pupils the guidance they need and they choose work which is too easy. As a consequence not enough make rapid progress, particularly boys and more able pupils.
- Some pupils in Key Stage 2 do not make the most of teacher's comments to help correct and improve their work.

## Information about this inspection

- The inspector visited all of the classes and observed all of the teachers. Most observations were made alongside the headteacher. The inspector also made a number of other short visits to classrooms.
- The inspector heard pupils read and looked at pupils' writing and mathematics work across the school alongside the headteacher.
- The inspector looked at a range of documents including the school improvement plan and records on behaviour, safety and attendance. He also looked at information on individual pupils' progress, documents relating to teachers' performance and records of meetings held by the governing body.
- The inspector met with pupils, interviewed a sample of staff, and spoke to parents. He also spoke to members of the governing body and a representative from the local authority.
- The views of parents were obtained through the school's surveys and the 78 responses to the on-line Parent View survey. Written comments from 20 members of staff were also considered.

## Inspection team

Brian Netto, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is smaller than the average-sized primary school. Pupils in Key Stage 2 are taught in mixed-age groups.
- Most pupils are from White British backgrounds. A very small number are from a wide range of minority ethnic backgrounds. Few of these speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium (additional funding provided for children looked after by the local authority, pupils known to be eligible for free school meals, and those from service families. is below average.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- Pupils from the school attend a breakfast and after-school club in an adjacent building. This is run by external providers, Oliver's Lodge, and is inspected separately.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, a new headteacher has been appointed, initially in an acting role and, from September 2012, as substantive headteacher. A new Chair of the Governing Body was appointed at the start of the autumn term 2012.

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

- Increase the proportion of outstanding teaching so that progress is accelerated, especially for boys and for more-able pupils at Key Stage 2, by:
  - encouraging and guiding more pupils to take up higher challenge tasks in lessons
  - ensuring that pupils understand and act upon teachers' comments on their work to correct any misconceptions and consolidate their learning.

## Inspection judgements

### The achievement of pupils is good

- Children starting Reception have skills which are typical for their age. Progress in the Reception class is good due to a lively and vibrant learning environment which helps them to learn quickly. Effective use is made of both the indoor and outdoor spaces. So, for example, children enjoyed working with a parachute in the hall, developing the skills of working together and exploring different senses as they sat quietly under the inflated parachute.
- In 2013, pupils' attainment in reading, writing and mathematics were well above average at the end of Year 2. Attainment at the end of Year 6 was above average in reading and writing, but declined in mathematics. Evidence from the inspection suggests that progress in mathematics is now accelerating and standards are once again above average. Overall, very few pupils make less than the expected progress.
- Pupils in Year 1 achieved high standards in their phonic screen check in both 2012 and 2013. Standards in reading are high throughout the school.
- Pupils' skills in writing are well developed. They use different writing conventions and make appropriate use of the correct grammar and punctuation. They also produce imaginative ideas, for example in work displayed based on the visit from an air ambulance to the school. Similarly, pupils in the Year 3 and 4 class wrote vividly about different seasons, stimulated by the colourful images they were presented with. As a result, pupils achieve well in writing across the school.
- Pupils build on their good knowledge and skills in mathematics by taking up challenges offered by their teachers. For example pupils in Years 5 and 6 investigated different number patterns in trying to solve a problem. They tried out a variety of methods in their attempts to find a systematic approach which also allowed them to make predictions. Many showed good resilience in tackling more difficult problems.
- There were not enough pupils known to be eligible for the pupil premium in Year 6 in 2013 to comment on their attainment without identifying them. However, assessment records provided by the school confirm that pupils funded through the premium achieve well. Additional teaching in Year 5 and one-to-one support elsewhere ensures that their needs are met. They have full access to trips and clubs and are very much part of the school community.
- The small number of disabled pupils and those with special educational needs make good progress. Their needs are assessed early on so that support can be targeted in the best way.
- Across Key Stage 2, girls achieve better on average than boys in most areas. Some more-able pupils do not reach the higher levels they are capable of by the end of Year 6. School assessment records shows that this varies year on year, and this applies to only small numbers of pupils each year.

### The quality of teaching is good

- Teaching is good and there is much that is outstanding. Pupils respond well to their teachers and settle quickly in lessons.
- Children in the Reception class quickly develop confidence in making the most of the wide range of equipment available to them. Teachers encourage them to try things out and investigate,

making effective use of cameras, the interactive whiteboard and a printer as regular tools to help them learn.

- The teaching of reading is very effective, with a focus on the skills pupils to help them read. Some are taught in small groups to help them understand phonics (letters and the sounds they make) and soon learn to use this knowledge confidently. They are taught to use the language of phonics and confidently recognise word patterns.
- Pupils who find learning difficult including disabled pupils and those with special educational needs are taught well in small groups. For example the daily early morning support given to a small group of pupils helps to build their confidence and co-ordination skills. A range of different fun activities keeps them well motivated. Additional adults provide effective support at all times both inside the classroom and in smaller groups.
- Teachers build a good level of challenge when planning work, so that pupils can choose 'bronze', 'silver' or 'gold'. Sometimes, however, older pupils do not make the right choices, so their learning is not always extended by the teaching.
- The marking of pupils' work is consistently good across the school, though guidance on how to improve is usually more helpful in writing than in mathematics. Parents of children in the Reception class have regular opportunities to support the development of their skills at home. These are recorded in their homework books. Older pupils are 'tickled pink' by the positive written comments they get, and many respond to the 'blue' highlights which tell them what to do next. However, not all pupils act upon these comments to improve their work, for example in correcting mistakes in calculations.

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

- The behaviour of pupils is good and has improved since the headteacher introduced 'Assertive Mentoring'. This is where each pupil is encouraged to be more responsible for their own progress; and parents are more directly involved in helping their child reach their targets. Pupils now have very positive views about how they learn and what helps them to improve their learning. Even so, sometimes pupils in Key Stage 2 choose work which is less demanding. They prefer to choose 'silver' and 'bronze' level work to the more challenging 'gold' level.
- The school's work to keep pupils safe and secure is outstanding. Older pupils act as play leaders in the Key Stage 1 playground. They also take responsibility during assembly times for smooth starts and endings. Pupils say that bullying is rare, and any minor problems are resolved quickly by their peers or by adults.
- Pupils say they are kept safe as all adults care for them. As one said, 'I like this school because everyone is friendly'. They speak with confidence about how the school prepares them to keep safe when using computers and they use the school e-mail system sensibly. During an assembly, the younger pupils found out from a traditional African story how to be careful about what they eat, and about listening to elders.
- Pupils show respect and care for each other, and are polite to visitors, often holding doors open for them. Pupils whose circumstances make them vulnerable are also treated sensitively. This reflects the school's strong commitment to equality of opportunity.
- Pupils enjoy coming to school. As one parent said, 'I think it is a terrific school- the children run into school in the morning and don't want to leave at the end of the day'. Pupils' attendance has

been above the national average for over three years.

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

- The headteacher has promoted a 'culture of learning' in which all can 'believe and achieve'. He is ably supported by all staff, with each teacher having taken on additional responsibility across the school. In particular, all teachers are involved in checking on how well the pupils are doing, and this helps the school to quickly identify areas that need to be improved. Staff morale is high, and the school's capacity to sustain the improvements is clear from the impact of the actions they have taken.
- Leaders acknowledge that further work needs to be done to accelerate progress across Key Stage 2, so that all pupils take advantage of the school's drive for all to 'believe and achieve.'
- The curriculum is good, with due emphasis given to English and mathematics and topics that are interesting and engaging for the pupils. Preparations are in place for changes being made to the curriculum for next year. Staff have undertaken training, and all teachers have responsibility for leadership of a subject.
- There are many opportunities for the pupils to reflect on important matters that affect them, for example in assemblies. Pupils are encouraged to learn outside and full advantage is taken of the school's location as a rural school. Pupils enjoy the sports and other activities on offer after school, for example learning games like tag rugby, led by Year 11 students from a local secondary school. As such, the curriculum and extra-curricular activities contribute strongly to their spiritual, moral, social and cultural development.
- The vast majority of parents who responded to the Parent View survey are really happy with the school. They say that all staff are approachable and that communication is good. Many are fully involved in their child's learning at home. They are active members of the school community, taking part in the parent-teacher association, 'Friends', and the Parents' Forum. Others help to ensure that pupils are safe on their way to school and kept healthy through the 'walking bus', where pupils are accompanied to school from the village.
- The local authority acts as a commissioner of services for the school within the local network of schools. Support is adjusted to need, and support has been provided for the headteacher when he took up post. The school also obtains support from an external adviser. Working in partnership has helped the school gain an accurate understanding of its key priorities.
- **The governance of the school:**
  - Members of the governing body come from a wide range of different professional backgrounds. They combine their skills well to offer effective challenge and support to the school. They take their statutory roles very seriously. This helps to ensure that all policies and procedures including those relating to safeguarding are up to date and that staff are up to date with required training. The school website fully complies with requirements. Regular visits to school by governors are systematically recorded. This enables them to have a clear picture of the quality of teaching and the impact of new initiatives. Governors are fully involved in financial matters, and know the impact that the pupil premium fund has on the achievement of pupils. They can see the benefits of the sports fund in increasing participation in after-school clubs, and in promoting healthy lifestyles. They are aware of how teachers are rewarded for their good performance and ensure that staff do not progress to the next pay level unless their targets have been met. They have carefully managed the appointment of the headteacher during this period.

## 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>	114985
<b>Local authority</b>	Essex
<b>Inspection number</b>	431247

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	126
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Thomas William-Powlett
<b>Headteacher</b>	John Howett
<b>Date of previous school inspection</b>	8 July 2009
<b>Telephone number</b>	01799 540055
<b>Fax number</b>	N/A
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