

# Newcastle CofE Primary School

Church Road, Newcastle, SY7 8QL

## Inspection dates

19–20 March 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.

- Pupils achieve well whatever their ability or circumstances.
- The school is well-led, so good teaching and progress have been maintained. The headteacher provides good and caring leadership and is ably supported by a dedicated team of staff and governors.
- Teaching is good throughout the school and teachers are successful in engaging pupils' interest and helping them to make good progress in their work.
- The governing body is well informed and provides a good level of challenge for the school's leaders.
- Attendance is above the national average. Pupils enjoy coming to school and rightly feel safe there.
- Pupils behave well in lessons and around school. This is a happy school and pupils are treated with respect and as individuals in an atmosphere of care and support.
- The school makes good provision for the pupils' spiritual, moral, social and cultural development through a wide range of curricular and extra-curricular opportunities, and links with the local community.
- Parents express overwhelmingly positive views about the school and would unanimously recommend it to others.

### It is not yet an outstanding school because

- There is not enough outstanding teaching to ensure outstanding achievement for pupils. Occasionally, teachers do not provide sufficiently challenging work for the range of abilities in the mixed-age classes.
- Staff have not had an opportunity to visit other schools to observe outstanding practice so they can further develop their skills.
- Although teachers mark pupils' work regularly, sometimes they do not point out how and where pupils can improve.
- Pupils do not improve their work by making detailed corrections because teachers do not tell them clearly how to do this.

## Information about this inspection

- The inspector observed seven lessons, taught by four teachers. Two of the observations were carried out jointly with the headteacher. The inspector also visited some classrooms for shorter periods and observed support sessions provided by teaching assistants.
- Meetings were held with the headteacher, other staff, pupils and governors. The inspector also had a telephone conversation with a representative from the local authority.
- The inspector observed the school's work and scrutinised a variety of documentation, including the school improvement plan, the school's records of checking its own performance, information gathered about pupils' current progress, records relating to safeguarding and minutes of the governing body. The inspector also looked at examples of pupils' work and heard pupils read.
- Some 13 responses to Parent View (the online questionnaire) were taken into account and the inspector spoke informally to seven parents who were collecting their children from school.

## Inspection team

Sarah Somers, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than the average-sized primary school.
- All pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium, which is additional funding provided by the government for children in local authority care, pupils known to be eligible for free school meals and other groups, is below the national average.
- The proportion of disabled pupils and those who have special educational needs supported by school action is below average. The proportion supported by school action plus or with a statement of special educational needs is below average.
- There are two classes in the school. One class comprises Reception (the Early Years Foundation Stage), Years 1 and 2, and another class Years 3, 4, 5 and 6. There are very small numbers of pupils in some year groups.
- Nine pupils have very recently joined the school due to the closure of another local school.
- It is not possible to comment on whether the school meets government floor standards (minimum expectations for pupils' attainment and progress at the end of Year 6) because there have been too few pupils in this year group.

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

- Increase the amount of outstanding teaching in order to raise pupils' achievement further by:
  - making sure that marking always gives clear suggestions for how pupils might improve their work
  - providing regular opportunities for pupils to respond to and act upon teachers' marking
  - ensuring that teachers provide appropriate work for the wide range of ability within each class and particularly that tasks are not too easy for pupils of higher ability
  - ensuring that staff have the opportunity to visit and learn from outstanding practice in other schools.

## Inspection judgements

### The achievement of pupils is good

- Good teaching leads to good progress throughout the school for pupils from all backgrounds and abilities. This good progress was reflected in the good quality of learning observed during the inspection and confirmed by the work in pupils' books. This is also apparent in the school's own records of each pupil's progress.
- A very small number of pupils join the school in Reception each year. Their skills vary but overall are typical for their age. They progress well in all areas of learning because of good provision and interesting activities which capture their imagination. Children work happily alongside their older classmates, which helps to develop their confidence and social skills. As a result of good teaching, children in Reception enter Year 1 with attainment which is average.
- For the last two years, all pupils have met the required standard in the government's phonics (letters and the sounds they represent) screening check in Year 1. This is better than the national picture.
- By the end of both Key Stage 1 and Key Stage 2, the vast majority of pupils have made good progress from their individual starting points, reaching standards similar to the national average in reading, writing and mathematics although this varies from year to year because of very small numbers.
- The pupils who joined the school recently are making steady progress from their individual starting points because staff have very quickly integrated them into school life.
- Speaking and listening skills are good because the school gives pupils many opportunities to articulate their views and speak publicly, such as in Key Stage 2 when pupils had a debate about a local issue. Pupils were encouraged to discuss the issue, did so sensibly, and this increased their understanding.
- The small number of pupils who are eligible for the pupil premium make the same good progress as their peers. Their needs are fully identified and the school uses the funding well to provide carefully matched additional support, for example, through frequent small-group or one-to-one work. It also allocates extra resources to ensure that they can join in extra activities made available to all other pupils. The small numbers in each year group mean that it is not possible to make meaningful comments about gaps between the attainment of these pupils and that of their classmates.
- Disabled pupils and those who have special educational needs make good progress from their individual starting points because of the good support provided by teachers and teaching assistants.

### The quality of teaching is good

- Good teaching enables pupils of all backgrounds and abilities to learn successfully. Good use is made of resources, including technology, to motivate pupils and enhance their learning. Pupils were very enthusiastic about a short film they had made and they were due to attend a presentation for finalists in a creative film-making competition.

- Teachers plan imaginative activities that are exciting and which interest the pupils. In a lesson for younger pupils, a treasure chest with a letter inside was delivered to the class. Pupils opened the box and learnt about features of letter writing. Pupils were enthused by this activity and fully engaged throughout the lesson.
- Teaching is not yet outstanding overall. The best learning occurs when activities are planned to meet the wide range of abilities in each mixed-age class. Sometimes, the ability range of the group teachers choose to talk to is too wide and this slows their progress. For example, older and more-able pupils have to wait or repeat work while activities are explained to younger, less-able pupils. At such times, the more-able pupils do not learn enough.
- Adults know the pupils very well which helps them accurately assess progress over the longer term. As a strong part of the staff team, teaching assistants make a valuable contribution to lessons. They work effectively alongside teachers and are often skilled at giving additional support to pupils. Good liaison with the class teachers gives assistants a clear understanding of what is expected of them.
- Reading, writing and communication skills are well taught so that pupils love to read and confidently speak in front of others. Staff listen to pupils read regularly.
- Disabled pupils and those who have special educational needs are monitored carefully. Additional needs are identified promptly and, when progress is not as rapid as expected, measures are applied to tackle this.
- Marking and feedback across the school are regular and positive. Sometime, teachers' comments do not give guidance on how pupils can improve their work. The comments they make are rather too general and pupils are not sure how to make specific changes to extend their learning further.

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

- The behaviour of pupils is good. Pupils say that they enjoy school. One pupil enthusiastically commented, 'Everything is fun. We have nice trips, kind teachers and we are going away to stay for five days.' Pupils have confidence in the teachers and other staff, whom they perceive to be helpful and caring.
- Pupils behave well in their lessons, getting on with their peers when working together in pairs or small groups. On occasions, a minority of pupils lose focus if they are not kept fully active, but their teachers are alert to this possibility and quickly bring them back on track.
- Pupils are friendly, courteous and polite, and they show consideration for others. Older pupils provide good role models as they take on responsibility for looking after children in the Reception Year. The friendship bonds established help the youngest children to settle quickly and happily into school life.
- Pupils enjoy taking responsibilities, such as members of the school council, house captains and acting as peer monitors at playtime, all of which contribute to the orderly atmosphere.
- Pupils understand the school's behaviour management system and are delighted to receive rewards for their achievements and their behaviour. As a result, their self-esteem, confidence and self-discipline are nurtured well.

- The school's work to keep pupils safe and secure is good. The small size of the school enables staff to know all pupils well and helps to generate a family atmosphere where relationships are warm and friendly. The school's behaviour log shows that incidents are rare, taken seriously and are dealt with sensitively and well.
- Pupils say they feel safe at school, and that bullying '...doesn't really ever happen, and if it did the teachers would sort it out.' They have a good awareness of different types of bullying, including racial abuse, name calling, and bullying via the internet or social media.
- All parents and carers who responded to Parent View and spoke to the inspector say their children are well cared for, and that behaviour is good. There have been no exclusions for several years.
- Attendance is monitored closely, and has been well above average for several years, reflecting the pupils' enjoyment of school and their desire to attend. The school has won an award for the second highest attendance in the county.

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

- The headteacher's good leadership encourages staff, at all levels, to fulfil their own leadership responsibilities well. There is a strong team spirit and, as the team is small, each member undertakes several responsibilities. Developments since the last inspection indicate the school's continued capability for further improvement.
- Teaching is well led. The headteacher utilises staff strengths well. As a result of monitoring and support, teaching is good across the school. Together with tracking of pupils' progress, the information about teaching that comes from checks on teachers' work ensures that planning for improvement is founded on good evidence and accurate data. Opportunities for staff to observe outstanding practice and to gain from the expertise of colleagues from other schools is not developed.
- Fully supported and monitored by the governing body, the school makes effective use of the money derived from the pupil premium to support frequent small-group and one-to-one work. This helps to ensure that eligible pupils make good progress during lessons.
- Staff have clear performance management targets to bring about improvement. There is a suitable link between teachers' pay and the quality of their teaching and the learning by pupils.
- Staff at all levels demonstrate a commitment to equal opportunities and ensuring that there is no discrimination within the school. All staff contribute considerably to the school's values of caring for and supporting the individual. Parents speak very highly of the school and are kept closely informed about their child's progress and about events at the school.
- Visits, visitors and a range of experiences, such as trips to the theatre and museums, links with schools in Uganda and Dudley, and residential trips enhance pupils' enjoyment of learning. The outdoor learning in the forest school, pupils' performances and the sporting opportunities successfully underpin their spiritual, moral, social and cultural development.
- Safeguarding procedures meet statutory requirements.
- Staff benefit from working with staff from other schools to talk about possible solutions to

common challenges. Pupils collaborate with others on activities such as mathematics projects and annual events, such as the sporting festivals.

- Primary school sports funding is used well. Pupils enjoy energetic activity in a very wide range of interesting activities and staff learn from observing skilled coaches. Pupils are gaining confidence and greater well-being from the additional physical activities. Pupils have had notable success in tournaments when competing against much larger schools.
- The local authority indicates its confidence in the school by providing 'light touch' support.

■ **The governance of the school:**

- Governors have a good range of knowledge and expertise and are well informed. They have undertaken an audit of skills and organised committees so that governors are allocated to their areas of strength. Governors undertake training to help them in their role. They ensure that their statutory duties relating to safeguarding are met and closely monitor the finances. They understand the challenges the school faces regarding numbers on roll in such a rural area and have been very proactive in looking into collaboration arrangements with other schools. The governing body have a clear understanding of pupils' progress information, including for the small numbers of pupils supported by the pupil premium, and use this data to ask probing questions of the headteacher. Governors have an understanding of the performance management systems. They know that the quality of teaching in the school at present is good and have clear systems in place for ensuring that any increases are merited by a teacher's performance.

## 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>	123488
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	441174

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.

<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>	37
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lawrence Gittins
<b>Headteacher</b>	Richard Langford
<b>Date of previous school inspection</b>	2 February 2011
<b>Telephone number</b>	01588 640260
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