

Newton Primary School

Newton Road, Newton-in-Furness, Barrow-in-Furness, Cumbria, LA13 0LT

Inspection dates 10–11 June 2014

Overall effectiveness	Previous inspection:	Good	2
	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.

- The level of care and support afforded to pupils in this small village school is second to none. Pupils say that they feel safe and well looked after and that they love coming to school.
- Pupils' attainment in reading across the school is outstanding. Their overall attainment in all subjects in Key Stage 1 has improved this year and is above average.
- Year 6 pupils are on track to attain well-above average standards in reading, writing and mathematics by the time they leave school at the end of the year.
- All pupils, including disabled pupils, those with special educational needs and those entitled to additional support through the pupil premium make at least good progress across the school in all subjects.
- The teaching of phonics (the link between letters and the sounds they make) is good, and has improved year-on-year.
- Teaching is good and continually improving. Teachers know pupils exceptionally well and ensure that learning is lively and engaging.
- Teaching assistants are trained exceptionally well. Their planning and partnership with teachers works successfully and are very effective.
- Pupils' behaviour is good. Older pupils take great pleasure in looking after their younger classmates and are very respectful towards adults. Pupils rarely miss school and their attendance is well above average.
- The headteacher and senior leadership team work exceptionally well together. They ensure that the quality of teaching and pupils' achievement continually improve and are fully supported in their endeavours by staff and governors.
- The overwhelming majority of parents are very complimentary about the school. They say that they are happy with the school's leadership and with their child's progress.

It is not yet an outstanding school because

- Tasks and activities are not always set at just the right level to challenge all pupils to achieve to the very best of their ability.
- Marking does not always indicate clearly enough how pupils can improve their work.
- Governors' understanding of how pupils' standards of achievement compare with other schools is still developing.

Information about this inspection

- Six lessons or parts of lessons were observed, as well as the teaching of small groups of pupils, and sessions aimed at helping pupils to learn to read. One observation was carried out jointly with the headteacher.
- The inspector listened to pupils read from Years 2, 3, 4, and 5, and held discussions with pupils from across the school. Pupils' work in books was scrutinised during lessons.
- Twenty five responses to the online questionnaire Parent View were taken into account, as well as 12 questionnaires completed by members of staff.
- A meeting took place with a representative from the local authority School Improvement Service.
- A meeting was held with two governors, including the Chair of the Governing Body.
- Various school documents were examined. These included: reports to the governing body, data on pupils' progress, external evaluations of the school's work, the school's review of its own performance, records of the school's checks on the quality of teaching, development plans, records of pupils' attendance, behaviour records and safeguarding documentation.

Inspection team

Lenford White, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a much smaller than average-sized primary school.
- The proportion of pupils supported through school action is above the national average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is almost twice the average.
- The proportion of pupils supported by the pupil premium funding is average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children that are looked after by the local authority.
- All pupils are White British; none speaks English as an additional language.
- One pupil is dual registered with a local special school for children with complex special educational needs. One pupil attends a special school for one morning a week on a voluntary basis.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress.
- Since the previous inspection a number of staff have been appointed, including three teachers. A new headteacher has taken up post and the senior leadership team has been reorganised, as has the governing body which has a new Chair of Governors.
- Various building work has taken place since the previous inspection to provide an additional class room, a new play area for Key Stage 1 and the Early Years Foundation Stage, and additional office space.
- In January 2013 a part-time nursery was established.
- A breakfast club and after-school service operate from the site, both of which are subject to a separate inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is outstanding, and in so doing further improve pupils' achievement by:
 - ensuring that tasks and activities are always set at just the right level to challenge all pupils to achieve to the very best of their ability
 - making sure that pupils' work in all subjects is consistently well marked and that teachers always indicate to pupils how they can take the next steps in their learning.
- Improve the effectiveness of governance even further by ensuring that governors develop a good understanding of how pupils' standards of achievement compare with other schools.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage in very small numbers, with varied skills and abilities and at different times of the year. However, they all get off to an exceptionally good start and benefit from good teaching delivered in a stimulating and nurturing environment. The majority enter Year 1 with skills and abilities which are typical for their age.
- Achievement at the end of Key Stage 1 and 2 has varied in recent years and has often depended on the size and makeup of the cohort. For example, in 2013 a high proportion of the five pupils in Year 2 had special educational needs. Although their overall progress was good, their attainment was below average.
- The current Year 2 is even smaller. However, school data show that pupils are making at least good progress. The proportion on target to attain the higher levels in reading, writing and mathematics at the end of Key Stage 1 is well above average.
- Good teaching and close monitoring has helped to ensure that pupils make at least good progress in all subjects in Key Stage 2. By the end of Year 6 pupils' progress in reading is outstanding and good in writing and mathematics. Inspection evidence from the checking of school data, discussion with pupils, lesson observations and scrutiny of written work shows that pupils are on-track to attain well-above average standards by the time they leave school.
- The quality of pupils' writing has improved. This is because teachers' subject knowledge is good, and because pupils are regularly required to produce extended pieces of written work.
- Standards in mathematics have also improved. Teaching in this subject has improved and teachers closely track pupils' performance and provide support when the need arises.
- Pupils really enjoy reading. They can name a wide range of authors and appreciate different styles of writing. Pupils with less well-developed skills in reading are enthusiastic and determined. Outstanding teaching has equipped them to use their phonic skills exceptionally well to sound out and read unfamiliar words.
- The number of pupils for whom the school receives support through the pupil premium, including those entitled to free school meals, is very small. It is not possible to make any meaningful comparisons between their attainment, and that of their class-mates. However the school tracks the progress of each individual pupil and ensures that all are provided with support to enable them to make good progress and achieve well.
- The most able pupils achieve well because they benefit from more challenging tasks during lessons and additional responsibilities such as listening to younger pupils read and writing for the school newsletter.
- The support for disabled pupils, including the small numbers who spend time at a special school, is good. This ensures that they make at least good progress from very low starting points.

The quality of teaching is good

- The quality of teaching is good and has improved since the previous inspection. Relationships between teachers and pupils are strong and expectations for pupils' achievement are high. This helps to ensure that pupils make good progress and achieve well.
- Learning is effective because teachers and teaching assistants are trained to a very high standard, and work exceptionally well together.
- Teachers waste no time in class. They quickly and clearly explain to pupils what they will be learning, and then set them to work on their different tasks and activities. This was exemplified in Class 2 where pupils used a variety of different methods to calculate the lines of symmetry for different shapes. Pupils used tools including mirrors, elastic bands and 'pin boards' to help them to create their shapes, while the most able worked out complex patterns unaided. However, while pupils with special educational needs and the most able made good progress, middle ability pupils were not challenged enough. In addition to this, work in pupils' books reveals that

tasks and activities do not always fully stretch pupils in their learning.

- Teachers ensure that pupils are given opportunities to find things out for themselves. This was evident with two older boys in Class 1 who demonstrated their good information, communication and technology skills well as they searched the internet for a suitable coach to take Cinderella to the ball.
- Teachers' work to develop pupils' language and communication skills is good. They are careful to ensure that pupils think carefully before answering questions and that they regularly share and develop their ideas through talking with one another. This was exemplified when younger Class 1 pupils asked their visiting weaver 'do you work in different forests', and 'what kind of things do you make' before getting involved in making temporary wicker shelters.
- Teachers set high standards for the presentation of pupils' work, all of which, including homework, is marked and up-to-date. However pupils' work is not consistently well marked in subjects other than English and mathematics, and teachers do not always indicate to pupils how they can take the next steps in their learning.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. They move around the school sensibly and are careful and considerate when playing with their friends during break times. Behaviour in lessons is never less than good and most pupils have a very mature attitude towards their learning. Pupils are very respectful towards adults. They enjoy helping each other and like to be challenged to find out new things.
- Lunchtimes are calm and orderly. Pupils are polite and courteous and enjoy welcoming visitors into their school and talking to them about their learning. Pupils wear their school uniform with pride. Their above average attendance is testament to the fact that they enjoy all aspects of school life.
- Pupils say that behaviour is good most of the time. They all know how the school's new behaviour policy works, because they were fully involved in developing it, and say that they like to compete for house points for 'doing good things'. There have been no exclusions of any kind for the last four years and there are very few incidents of poor behaviour in the school's behaviour log.
- All pupils know the difference between bullying, which they say is when 'someone does bad things to somebody all the time', and falling out, which they say sometimes happens between friends but 'only lasts for one day or less'. They are, however, adamant that bullying is rare and say that it is always dealt with quickly. Most parents and all staff are of the opinion that behaviour is good and that bullying is rare.
- The school's work to keep pupils safe and secure is good. Pupils are very confident in talking to any adult about any concerns that they may have and know that whatever they say will be taken seriously and dealt with immediately.
- Pupils have a good understanding of most forms of prejudice-based bullying and say that racism, for example, does not happen at school because 'everyone is nice to each other'.
- Pupils understand what cyber bullying is and say that it can happen when 'someone e-mails you nasty things'. They know never to give personal information out to anyone over the internet.
- Teachers ensure that pupils have a good understanding of safe and unsafe situations. Visitors, including governors, help pupils to understand the dangers associated with fireworks, smoking and playing near rivers and waterways.

The leadership and management are good

- The new headteacher and senior leadership team work exceptionally well together. Fully supported by staff and governors, they share an ambitious vision of how to make their school outstanding. In a short time, they have demonstrated their effectiveness in improving the quality of teaching and raising standards in writing and mathematics.
- With only five teachers, four of whom are part time, the school does not have a middle

leadership team. Supported by key members of staff and governors, the headteacher effectively spearheads the school's work to ensure that standards in teaching and learning continually improve.

- All teaching staff are set challenging targets as part of their regular performance management. These, as well as regular observations of their teaching, help to ensure that they are fully accountable for the achievement of pupils. Teachers and teaching assistants are trained exceptionally well. Whole-school training, in phonics for example, has helped to boost standards in writing through ensuring that all staff take a consistent and effective approach to helping pupils to improve their writing.
- The new sports funding is spent well to provide coaching opportunities for staff in association with the local high school. The fund promotes pupils' health and wellbeing through offering a wide range of sporting activities in, for example, karate, orienteering, rugby, dance and through gymnastics coaching for the school's Key Stage 2 gifted and talented club.
- The school's work to promote pupils' spiritual, moral, social and cultural development is good. This is expressed through assemblies delivered by the local vicar, regular visits to museums, the care and consideration that pupils show towards each other, and increasingly through pupils' understanding of different cultures and faiths.
- The school's good curriculum meets pupils' needs and ensures that reading, writing and mathematics are promoted well across all subjects. Pupils enjoy participating in 'forest school' activities, geography field trips, their Lake District residential and writing about various aspects of their community including the local docks and Dalton Castle. During the inspection pupils were especially excited about the dragon they had made with a resident artist to be paraded at the forthcoming Dalton Festival.
- Most pupils regularly take advantage of a range of after-school clubs which include sewing, jewellery making, baking, football and gardening.
- The school has a very productive relationship with the local authority. Most recently its School Improvement Advisor has helped to mentor the headteacher and support new governors in their roles, and has conducted a review of teaching and learning.
- Safeguarding procedures are followed closely and meet requirements
- **The governance of the school:**
 - Though several governors are new to post, including the Chair of Governors, they are very effective. This is because more experienced governors support newer members well and help to ensure their speedy induction. Governors know that the quality of teaching is good because they are 'hands-on' and regularly come into school. The Chair of Governors, for example, talks to pupils about her veterinary work, while other governors help pupils to make jewellery and talk to them about safety matters.
 - Governors' good levels of training and knowledge ensure that they understand fully how pupil premium funding is used and the impact that it has on enabling eligible pupils to make the same good progress as their classmates. They know that standards attained by pupils in all subjects are at least good and only award pay increases or promotions if they are sure that teachers have met their targets. However their understanding of how pupils' standards of achievement compare with other schools is still developing as is their understanding of exactly what the school needs to do in order to become even more effective.

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	112194
Local authority	Cumbria
Inspection number	443916

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	51
Appropriate authority	The governing body
Chair	Kate Hornby
Headteacher	Lisa Fell
Date of previous school inspection	19 January 2011
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