

# Newborough Church of England Primary School

School Road, Newborough, Peterborough, PE6 7RG

## Inspection dates

11–12 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher leads by example. His persistent drive and ambition for the school are fully complemented by the highly committed leaders and a very effective governing body.
- Staff instil a love and passion for learning so that every pupil wants to succeed. They are proud of their school and their own achievements.
- Behaviour is exemplary. Pupils take a pride in themselves and the school. They feel extremely safe, get on very well together and care for each other.
- Children in the Early Years Foundation Stage make an excellent start to their education and are extremely well prepared for Year 1.
- The high quality of pupils' spiritual, moral, social and cultural development underpins all of the school's work. It is a cornerstone on which an ethos of inclusion, care and valuing the worth of others has been built.
- Pupils make good progress and achieve well from their different starting points. As a result, standards in reading, writing and particularly mathematics are rising rapidly.
- Teachers are skilled at supporting pupils to have confidence in their abilities and in motivating them to learn. Work is well matched to the different needs and abilities of the pupils.
- Parents have an extremely positive view of the school. They have an effective relationship with all staff, this means that they are confident in the fact that their children are happy, safe and achieving well.
- The excellent leadership and management of senior staff and governors have resulted in rapid improvements in the last year. As a result, teaching and achievement are now good, and continue to improve.

### It is not yet an outstanding school because

- Teaching is good rather than outstanding. Occasionally, teachers do not give enough time during lessons to check that pupils' work is correct, to stop mistakes becoming commonplace.
- Pupils do not always take the time to consider development points in teachers' marking and use these to improve their work.
- Support staff are not always effectively deployed at the start and end of lessons. Occasionally they spend too long listening to the teacher's input without contributing to pupils' learning.

## Information about this inspection

- Inspectors observed parts of 17 lessons, some of which were joint observations with either the headteacher or the deputy headteacher.
- Inspectors looked at samples of work, and listened to pupils read in Years 1, 2 and 6.
- Inspectors held discussions with pupils from each year group about their learning and experience of school.
- Inspectors held meetings with the headteacher, senior and middle leaders, other teachers, members of the governing body and a representative from the local authority.
- Inspectors took into account 34 responses to the online survey, Parent View, and 16 responses from the staff questionnaire.
- Policies and procedures for safeguarding pupils were checked.

## Inspection team

Samantha Stewart, Lead inspector

Seconded Inspector

Phillip Drabble

Additional Inspector

## Full report

### Information about this school

- Newborough Church of England Primary School is slightly smaller than the average sized primary school.
- The proportion of disabled pupils and those who have special educational needs is about one in ten, which is below average.
- The proportion of disadvantaged pupils supported by the pupil premium (which provides additional funding to help pupils who are known to be eligible for free school meals) is one in eight, which is below the national average.
- The percentage of pupils from minority ethnic groups is similar to that in most schools, as is the proportion of pupils who speak English as an additional language.
- Provision in the Early Years Foundation Stage is full-time.
- The school meets floor standards at the end of Key Stage 2. These are minimum expectations set by the government for pupils' attainment and progress in reading, writing and mathematics.

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

- Improve teaching to be outstanding and accelerate pupils' progress so that achievement is exceptional by:
  - ensuring that all teachers systematically check learning during lessons to make sure that any mistakes are quickly rectified and all pupils know what is expected of them
  - making sure that the best use is made of teaching assistants in every lesson to support and develop pupils' learning and progress
  - ensuring that all pupils respond to comments in the marking of their work and put any points for improvement into practice.

## Inspection judgements

### The leadership and management are outstanding

- Leadership and management of the school are outstanding because the headteacher is an outstanding and inspirational leader. His skills and expertise are complemented by those of other leaders. Together they form an exceptionally strong, highly effective team and are passionate and relentless in their determination to provide the best possible teaching and learning for the pupils at Newborough Primary School. They have ensured that teaching, progress and standards have rapidly improved from a low point at the last inspection.
- The headteacher has created a culture of strong values and excellent attitudes. His vision and ambition are shared and very successfully promoted by other senior leaders, staff and governors. Questionnaires returned by staff were overwhelmingly positive and show that they are extremely proud of the school.
- Leadership and management are effective because leaders at all levels, including governors, are ambitious for the school and have an accurate understanding of what works well and what needs to be improved. Improvements in teaching have been rapid and sustained. Careful and rigorous tracking of the progress of individual pupils and groups has enabled the school to quickly identify any pupils who are not doing as well as they should, and ensure they receive extra help to improve.
- The headteacher has put in place a strong and highly skilled team of leaders who are charged with the task of not only improving the quality of the curriculum, but also how effectively it is taught and the impact it has on raising achievement for all pupils. Curriculum leaders are given time and support to develop their subjects and, in turn, are expected to put in place subject action plans and observation schedules. The outcomes of these can be seen in the range and diversity of the curriculum, including a good focus on aspects of life in modern Britain. This is underpinned with opportunities to develop literacy and mathematical skills. An excellent example of this was observed in a geography lesson, where pupils were using persuasive writing to encourage visitors to London.
- Pupils' spiritual, moral, social and cultural development underpins all of the school's work. The school is committed to including all pupils, whatever their backgrounds or needs. The school has been highlighted by the local EAL Academy as an EAL (English as an Additional Language) hub, showing outstanding practice in the integration, support and development of pupils from other cultures into school. Leaders ensure that everyone has an equal opportunity to learn successfully and that they are treated fairly.
- School leaders and governors ensure that excellent use is made of the pupil premium (additional funding for pupils who are disadvantaged) to help eligible pupils achieve well academically and to take part in all aspects of school life, such as after-school clubs and residential trips.
- The primary sports funding is used to great effect and has had an impressive impact on the improvement of pupils' sporting skills and the teaching of physical education (PE). The school had bought in a specialist PE teacher who works alongside class teachers to make sure that pupils learn and develop appropriate skills for different sports. These in turn are then used in a variety of ways. A powerful illustration of this is the fact that the school football team won the finals of the Peterborough championships in 2014, and the netball team reached the county finals in the same year. There has also been a marked rise in the numbers of pupils joining after-school sports clubs. Pupils have a clear enjoyment of PE during lessons supported by highly skilled teachers.
- The attendance of all pupils is monitored regularly so that attendance is well above the national average, reflecting how much pupils want to be at school, every day.
- Parents are overwhelmingly positive about all aspects of the school's work. They are particularly confident in the ability of the headteacher and senior leaders to continue to move the school forward. They praise how much the school has improved since the last inspection and give glowing reports about how well their children are taught and, most importantly to them, how happy their children are at school. One parent said that she could not speak highly enough of the 'professionalism and knowledge of the staff.'

- The local authority has previously supported school leaders well, developing strategies to enable the school to move forward. Over time, they have, quite rightly reduced their support as pupils' achievement and school leadership have improved. They now play a role giving guidance when needed to leaders and governors and moderating the standards of writing in Key Stage 2 and the moderation of the Early Years Foundation Stage in 2014.

#### ■ The governance of the school:

- The governors are extremely committed to the school and are ambitious for it to succeed. They have a good understanding of their strategic leadership role and play a crucial part holding senior leaders to account for all aspects of the school's work. They are supportive and challenging, and have readily taken on board external support and development, which in turn has had a positive impact on all areas of school life. The expertise of individual governors is used effectively to lead relevant committees. Governors have an excellent understanding of the quality of teaching and can talk with confidence about the school's performance. They work closely with the headteacher and school leaders to make sure that any areas for development are acted upon.
- Governors are a visible presence within school. They talk knowledgeably about how the pupil premium is spent and the impact it has had. They receive comprehensive reports about the quality of teaching, as well as gaining first-hand experience by spending time in classes and looking at pupils' work. They then use this information to help them to make decisions relating to staff pay and promotion. Governors have received appropriate training and have the necessary skills and expertise to carry out their roles, including that of ensuring that safeguarding requirements are met.
- Governors set performance management targets for the headteacher linking directly to pupils' achievement and the improvement of standards throughout the school.

### The behaviour and safety of pupils

### are outstanding

#### Behaviour

- The behaviour of pupils is outstanding.
- Around school, in corridors and at playtimes pupils of all ages conduct themselves exceptionally well. Pupils are polite and well mannered, and they show respect for each other and for adults. The atmosphere around school is calm and pupils are overwhelmingly positive about the school. They say that, 'Teachers make us work hard but we enjoy it.' One pupil in Year 6 said that he loves coming to school because the teachers 'make me laugh'.
- Pupils' behaviour and attitudes to learning in all lessons are excellent because they set themselves high standards and the teaching is interesting. Pupils want to learn and are motivated to do well with a variety of activities and learning experiences which stimulate their interest, whatever their ability.
- Pupils are extremely proud of their school. It is very clear when talking to them that they want to say how much they enjoy being there and also, as one pupil said, 'The teachers are helping us to make good progress.'
- Pupils are keen to take on responsibilities. This is particularly noticeable with the 'Big Buddy-Little Buddy' system, where older pupils are responsible for a child in Reception or Year 1. This entails a weekly one-to-one reading session with their buddy on a Friday afternoon and taking responsibility for their younger buddies at playtimes and school visits. This was particularly effective during the school's Remembrance Day service at the local church. The big buddies were responsible for the little buddies during the whole of the event; from leaving school, throughout the service and returning them back safely to their class. Behaviour of every pupil during the whole of this service was excellent.

#### Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils say that they feel safe at school and that the rare incidents of bullying and inappropriate behaviour are dealt with quickly if they occur. There is a behaviour policy in place and pupils are able to talk with confidence about the consequences of any unkind behaviour. Of the 34 parents responding to the parental

questionnaire, all agree that their children are kept safe. Pupils know how to stay safe, including when working on the internet.

- Safeguarding arrangements meet requirements. All members of staff are trained in keeping pupils safe and are checked for suitability before working in the school. Governors regularly check the safeguarding records, and members of the governing body have suitable training in the safeguarding of children and safer recruitment.

### The quality of teaching

is good

- Teaching is good because teachers plan carefully and direct work skilfully. They ensure that pupils know exactly what they need to learn and how to set about the tasks they are given. Teachers are using prior knowledge of pupils' strengths and areas for development to carefully match work to their needs. This means that work is suitably challenging for different groups, including the most-able pupils, and that support is well targeted.
- Teachers and teaching assistants work effectively together to steer pupils' learning. In most lessons, adults are alert and aware of when pupils need more help to complete an activity successfully or when they have already finished, and could be moved on to another activity. Very occasionally, teachers move onto the next activity too quickly and some pupils have made mistakes which have not been corrected. Occasionally, and particularly at the beginning and end of lessons during whole class time, support staff are not deployed to best effect.
- Inspectors' scrutiny of work from both this year and last year demonstrates that teaching over time for all groups of pupils is good. This, in turn, enables pupils to make good progress in all subjects. Pupils take an obvious pride in their work. Handwriting is an evident strength from the Early Years Foundation Stage through to Year 6. In all year groups, there is substantial evidence of good quality work in pupils' books.
- The teaching of mathematics is a strength throughout the whole school. Mathematics is seen very much as a 'hands on' subject where pupils are encouraged to apply their skills to solve problems. This strategy is very successful in ensuring all pupils make good progress. It was seen to be particularly effective in a lesson in Year 5, where pupils made rapid progress when learning about measuring angles. They used mathematical equipment competently to measure the angles on different objects.
- The teaching of literacy is good; pupils have ample opportunity to improve literacy skills in lots of different ways and in many different subjects. Particularly impressive is the way they are taught to use complex language at a young age. For example, pupils in Year 3 were easily able to talk about imperative verbs, their meaning and how to use them correctly.
- The teaching of reading is good. Pupils successfully use a wide range of strategies when reading words they are unsure of. Pupils of all ages are able to use their phonic knowledge (the sounds that letters make) to sound out and blend words together. Pupils enjoy reading; all those spoken to could talk about their favourite books and talk about why they enjoyed them.
- Marking is used well to support and develop each pupil's next steps to learning. The system of comments in green pen and development points in pink is used consistently throughout the school. Pupils say they like the system because it is clear and helps them to know how to improve their work. Pupils are given time to reply to teachers' comments but teachers do not always check that this is done effectively to support further learning.

### The achievement of pupils

is good

- Pupils of all ages and abilities achieve well. The progress made by all groups of pupils is accelerating, and standards are rising across all key stages.
- Attainment by the end of Years 2 and 6 has been broadly average in recent years but rose significantly in

2014. This upward trend in both key stages means that the percentage of pupils attaining at or above nationally expected levels in reading, writing and mathematics is higher than the national figure, particularly in Key stage 2.

- The progress made by pupils in reading, writing and mathematics in Key Stage 2 in 2014 was better than seen nationally. The most able pupils achieved above expectations in all subjects, particularly in mathematics where four of the most able pupils made exceptional progress from their starting points in Key Stage 1, and attained well above national expectations.
- There are too few pupils eligible for the pupil premium funding in Key Stage 1 to comment on their progress without the risk of identifying them. Key Stage 2 pupils eligible for the pupil premium funding made good progress, in line with their classmates, for all subjects. Disadvantaged pupils attain as well as, or better than, their classmates in reading, writing and mathematics, and better than pupils nationally. Additional funding is used well to support them not only in literacy and mathematics but also to ensure they have full access to wider opportunities which support and enhance learning.
- From their individual starting points, pupils who have disabilities or special educational needs have made progress in line with their peers in school and other pupils nationally. They are well supported with additional activities designed by the class teachers in partnership with the special educational needs co-ordinators to meet their specific needs.
- Results in the recent Year 1 national phonics screening test show a marked increase in the number of pupils attaining the expected level, bringing it above the national figure. This is an improvement on previous years and is down to better and more carefully matched teaching of phonics both in Key Stage 1 and the Early Years Foundation Stage.

### The early years provision

**is outstanding**

- Children in the Early Years Foundation Stage make an excellent start to their education. They enter Reception with aptitudes that are typical for their age. By the time they leave Reception, children have made excellent progress, their knowledge and skills are well established and they have attained a good level of development. Children are extremely well prepared for the challenges of Year 1.
- The excellent leadership in the early years has ensured that all children are given opportunities to thrive and develop a wide range of skills, as well as the foundations of mathematics and literacy. Children have a confidence beyond their years and are keen to get involved in a wide range of stimulating activities. Work is well supported by adults, but children are encouraged to develop and extend their skills because their learning is such fun, and they can choose attractive tasks that capture their interest and imagination.
- The Early Years Foundation Stage leader has developed an assessment system which is robust and precise. Baseline assessments are detailed and are used to pinpoint areas of development for each child. Children's knowledge and progress are carefully assessed from routine observations, and this information is used effectively to consolidate and extend children's learning.
- Parents play a crucial role in the education of their children. They are encouraged to help their children to learn. Homework, matched to the abilities of each child, is sent home on a weekly basis. Children enjoy this opportunity to share their learning and parents say it is a great opportunity to be part of their child's learning and development.
- Support staff are used successfully in the Early Years Foundation Stage. They have a vital role in the assessment and learning process. An example being a group of children in the outdoor learning area putting on a play for their friends. The teaching assistant used skilful questioning to help the children to develop counting up to 20 and beyond as part of the play.

## 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>	451328

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>	209
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rob Lancaster
<b>Headteacher</b>	Alex Hope
<b>Date of previous school inspection</b>	22 October 2013
<b>Telephone number</b>	01733 810253
<b>Fax number</b>	01733 810035
<b>Email address</b>	office1@newborough.peterborough.sch.uk

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