

Newhey Community Primary School

Hawthorn Lane, Newhey, Rochdale OL16 4JX

Inspection dates 27–28 April

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Leadership and management are good. The headteacher and her team consider the welfare of all their children to be their top priority. As a result, parents are effusive in their praise for the school.
- Teaching is good resulting in good progress in mathematics, reading and a broad range of other subjects.
- Children learn extremely well in many classes, including the Nursery, and make good progress in the early years due to strong leadership.
- Pupils who have special educational needs or disability are well taught and receive high-quality care and support.
- Behaviour is good. The vast majority of pupils are excellent ambassadors for the school.
- Before- and after-school care is fun, engaging and well organised, and all pupils say that they feel safe. Pupils show high regard for each other and members of staff.
- Personal development and welfare are outstanding. There is excellent support for pupils' social and emotional well-being.
- Pupils are rightly proud of their democratic school council, environmental work, excellent singing and performance.
- Pupils and parents say, and inspectors agree, that bullying is rare and derogatory language is not tolerated.
- The school is a bright, stimulating learning environment with lovely, and well used, infant and junior libraries.

It is not yet an outstanding school because

- Not enough higher-ability pupils make better than expected progress because they are not always stretched in their learning.
- The quality of outdoor provision in the Reception is inferior to the very high-quality provision in the Nursery.
- There are pockets of off-task behaviour when learning is too easy or pupils are not fully engaged.
- Physical education is not well taught.
- Standards of writing and handwriting are not consistently good.
- Governors do not challenge senior leaders enough on the standards that pupils achieve.
- School improvement planning and self-evaluation are not sharp enough.

Full report

What does the school need to do to improve further?

- Raise attainment in writing and improve the quality of handwriting.
- Ensure that least-able pupils make the same good progress in reading as their peers.
- Continue to improve the quality of teaching, particularly for the most able pupils by:
 - strengthening specialist provision for physical education (PE)
 - ensuring that the most able pupils are always given more challenging work rather than 'more of the same'
 - developing the Reception outdoor area.
- Strengthen leadership by:
 - ensuring that governors have a greater working knowledge of the standards pupils achieve so that they can challenge senior leaders in greater depth
 - sharpening processes around self-evaluation and school improvement planning with specific, measurable, time-bound targets.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher has the full backing of her staff and support from the overwhelming majority of parents. Over the past few years, she has dealt with a number of setbacks and challenges without wavering and always keeps the pupils' well-being at the forefront of her philosophy and work. Since the previous inspection, senior leaders and governors have strengthened provision in a number of areas, principally mathematics.
- Relationships with parents are a key strength of the school. One parent commented: 'The school has an open-door policy and both the headteacher and teachers are always available to meet if required.'
- Behaviour is well led and managed although there are occasions, for example assemblies, where opportunities are missed to re-enforce the very highest expectations.
- Many aspects of the curriculum are highly engaging such as the approach to teaching mathematics and extra-curricular activities, including residential visits for Year 6. There is some excellent artwork, and many opportunities for pupils to be creative and express themselves through the 'eco club', working on the allotments and making scarecrows for the playground.
- Pupil premium funds are well spent. An 'emotional literacy' worker helps pupils who have experienced complicated situations at home and need some help to work through their experiences. Parents say that this work has been invaluable in helping their children maintain regular attendance and good progress. The primary sport funding, however, is not having the desired impact as provision in this area remains weak.
- Subject leaders are outward looking and involved in local networking arrangements to look at the quality of their curriculum and to moderate work. They monitor standards effectively in their subjects and have their own action plans in place to promote improvements.
- The school's self-evaluation and school improvement plan highlight the school's strengths and areas for improvement but there is not enough detail to tell governors and staff precisely what improvements are expected, by when and what evidence senior leaders will expect to see.
- There is an effective programme of performance management which impacts positively on learning and links to a robust system for performance management.
- Evaluations of the school's work by the local authority are not good enough, leaving little purpose to their visits. Over a series of visits, they have failed to assess the school's work in sufficient depth, and missing opportunities to support the very capable leaders in difficult times. School leaders have spent a lot of time following up key aspects of building work, instigated by the local authority, which urgently need to be completed, and this has proved a drain on their already stretched resources.
- **The governance of the school**
 - Members of the governing body know the school well, have high expectations and show great care for the pupils they serve. They are involved in performance management and ensure that the school is financially secure.
 - Governors are less adept at challenging rigorously around the standards pupils achieve and while the vast majority achieve extremely well, most-able pupils could do better.

Quality of teaching, learning and assessment is good

- The vast majority of parents who responded to Ofsted's online questionnaire, Parent View, feel that their child is well taught at this school. The quality of teaching is strongest in the Nursery and Reception classes.
- The teaching of mathematics is strong across the school. Pupils' 'mathematics passports' clearly define the strengths and weaknesses of their knowledge. These are used by teachers to ensure that misconceptions are quickly recognised and addressed. Teaching is tailored to meet their abilities and results in strong progress.
- In Year 5, pupils demonstrated a good grasp of creative writing and read to inspectors confidently and articulately. Some of the most able pupils finished their work before others and although there was another task for them to work on, it did not help them further their progress. Scrutiny of books shows that writing is not taught consistently well across the school, particularly in topic work, and some

opportunities are missed to model best practice in handwriting.

- Reading is taught well, particularly in the early years, so that pupils enter Year 1 with a good grasp of phonics (the sounds linked to letters). Volunteers come into school in the afternoons to listen to pupils read. This activity not only supports the raising of standards in reading, but also embeds the feeling of the school as a community. However, some least-able pupils do not read as often as their peers and therefore do not make as good progress.
- Teaching assistants are highly effective. In Year 4 a teaching assistant taught a small group of pupils about inference. She explained by way of demonstration, captivating the pupils. Helpful support, particularly for those pupils who were not such confident readers, resulted in pupils making good progress in comprehension.
- Pupils are regularly assessed but teachers do not always use the information well enough to plan for the most able pupils. Subject leaders work closely with colleagues from other schools to moderate effectively what they agree are age-related expectations.
- The current Year 6 have had significant disruption to their learning due to unavoidable staff absence. As a result, there are some gaps in their knowledge but they are still predicted to catch up by the end of this academic year.
- Standards in PE are not high enough. Teachers do not wear kit and some pupils do not wear full kit. This sets low expectations. Teachers' subject knowledge is lacking when it comes to teaching dance or ball skills.
- Artwork is high quality due to strong subject leadership and careful monitoring of standards. Many aspects of social, moral, spiritual and cultural education are taught well.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- One parent commented: 'Newhey is a lovely, friendly school where the teachers and support staff work hard to make sure our children are well cared for and achieve their very best.'
- All pupils spoken to by inspectors say that they feel safe at school.
- The before- and after-school care is run with the same inclusive ethos and care that permeates the rest of the school. Pupils say they love coming to the breakfast club where they enjoy a fulfilling and fun breakfast. There is a wide range of activities including crafts, playing snooker, working on computers, using modelling dough and looking after dolls.
- Pupils' individual needs are identified early on, sometimes in the Nursery, and immediately leaders take appropriate action to ensure that pupils are supported to succeed.
- Pupils have a very good knowledge of the different types of bullying. They know that bullying is unacceptable. Only a few pupils said they had experienced bullying but when they had told someone it had been dealt with.
- Pupils take great advantage of their spacious and well-equipped playground at social times. The playground is a very well-organised, bright, stimulating environment.

Behaviour

- The behaviour of pupils is good. The vast majority of pupils exhibit very good self-discipline. They are warm and welcoming to visitors, keen to talk about their school, and very polite in the way they interact with adults and other pupils.
- Pupils require little supervision to eat sensibly in the hall at lunchtime and to play carefully on a range of outdoor equipment.
- Rewards are used well. Pupils understand the reward system and are highly motivated to behave well. Members of the school council keep their eyes on behaviour all week and choose the very best-behaved pupils to have an early lunch on a Friday and sit on the 'Good as gold' table.
- Behaviour in lessons is typically good. Pupils report that there is the occasional interruption to learning and this would take the form of shouting out or talking over the teacher. Behaviour is not consistently strong when pupils are unchallenged by their learning. Engagement wanes and pupils start to yawn, lean back on their chairs or fiddle with pens.
- Attendance is above the national average and improving for all groups. Pupils say that they enjoy coming to school. A number of pupils arrive excitedly on the 'walking bus'. They are escorted by teachers after

their parents drop them off at the local park, a clear promotion of well-being and healthy lifestyles.

Outcomes for pupils

are good

- There is a broad spectrum of abilities on entry to the school. Some children arrive with abilities above those typical for their age while others arrive with very limited development or a disability that restricts their cognitive abilities.
- Pupils make good progress throughout their school career and the proportions of pupils making expected progress in English and mathematics are above the national averages.
- The gaps in achievement between disadvantaged pupils and their peers are small and closing. Pupils who have special educational needs or disability make good progress due to the highly inclusive ethos of the school and the tailored support they receive from teaching assistants.
- Pupils achieve well in art and a range of other foundation subjects. The school environment showcases good exploration and achievement in science.
- Many of the most able pupils make better than expected progress in mathematics but not in writing. Standards achieved by the most able pupils are not as good as they could be because they are not always challenged enough by their learning in lessons.

Early years provision

is good

- After a dip in outcomes last year, the vast majority of children are predicted to achieve a good level of development this year due to strong leadership.
- Typically, children leave the early years with the skills and knowledge ready to make a good start in Year 1. Their learning is enriched by a very engaging curriculum taught by caring and enthusiastic teachers resulting in good and better behaviour.
- The learning environment is calm and productive. In the Nursery, the outdoor area is full of interesting equipment for the children to play with. It is vivid and engaging. However, the outdoor area in Reception is not so well thought out and a little unloved.
- Teaching is well planned and children with special educational needs or disability have their needs well met. Mathematics is well taught from this early stage: for example, children confidently count the segments on a caterpillar.
- Social, moral, spiritual and cultural education are taught well. Inspectors observed children engrossed in a story about aliens, using their imaginations to consider outer space and the wider world. Children work cooperatively and collaboratively.
- Gaps in achievement for disadvantaged children are small. Children who have special educational needs or disability do not always make the same good progress as their peers until the school has secured the necessary support for their learning.

School details

Unique reference number	105789
Local authority	Rochdale
Inspection number	10003203

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	241
Appropriate authority	Rochdale
Chair	Coral Aspinall
Headteacher	Clair Gooding
Telephone number	01706 847658
Website	www.newhey.rochdale.sch.uk
Email address	mailto:head@newhey.rochdale.sch.uk
Date of previous inspection	15–16 May 2012

Information about this school

- There have been a number of staff who have been on, and returned from, maternity leave since the previous inspection.
- This is an average-sized school.
- The school manages its own before- and after-school care for its pupils.
- The proportion of disadvantaged pupils who are eligible for support through the pupil premium is below the national average. The pupil premium is additional funding provided by the government to support pupils eligible for free school meals and children who are looked after.
- The proportion of pupils from minority ethnic groups or who speak English as an additional language is low.
- The proportion of pupils who have special educational needs or disability is average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

Information about this inspection

- Inspectors observed pupils in lessons and during social times. They scrutinised documentation pertaining to the curriculum, achievement, self-evaluation, performance management and school improvement. They looked at minutes of governing body meetings, financial information, current attendance and behaviour information, and documentation relating to safeguarding.
- Inspectors held discussions with pupils, parents, members of the governing body, representatives from the local authority, senior leaders and subject leaders. They took account of 23 responses to Parent View, 15 responses to the pupil questionnaire and 23 responses from the staff questionnaire.

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