

Inspection of Newport Primary School

Frambury Lane, Newport, Essex CB11 3PU

Inspection dates: 10–12 March 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Newport has improved significantly since the last inspection. It is now a good school. Across the school, most pupils behave well. They are happy, polite and confident.

Leaders have high expectations for pupils' achievement across the curriculum. Pupils study a wide range of topics. They enjoy trips that support their learning, such as to museums and the seaside. This year most pupils are attaining well.

Leaders are improving the curriculum to enable pupils to make even better progress across subjects. Reading is a high priority in the school. Pupils use the new high-quality school library regularly and enjoy all the new reading texts. They talked with enthusiasm about their favourite books.

Bullying is rare. Pupils told us that staff sort out any incidents quickly. Pupils trust that staff will keep them safe.

Pupils think the changes made by the new headteacher and her staff make Newport a better place to be. Parents and carers echo this in their many complimentary comments.

What does the school do well and what does it need to do better?

The new headteacher has a clear vision and sets the direction for the school. With senior leaders, she has worked hard to improve all aspects of the school. This has brought about rapid improvements since she joined the school.

Leaders are determined that pupils achieve as well as they can and have altered the curriculum to make sure they do so. In reading, for example, leaders have changed the way phonics is taught. It is taught from the start of the Reception Year by skilled staff. Children quickly learn the sounds that letters make. They practise their phonics knowledge in a range of activities. Pupils read books that are well matched to the letters and sounds they know. By the end of Year 1, most pupils are confident and fluent readers.

Leaders have improved curriculum planning. The revised mathematics curriculum helps pupils deepen their understanding and supports teaching and learning in mathematics in split year group classes. Teachers are well trained to deliver the curriculum. In modern foreign languages, for example, they understand what pupils need to know and when they need to know it. Teachers check regularly on how well pupils are learning. They soon notice if pupils fall behind. They provide good support to these pupils so that they can catch up quickly.

Senior leaders provide very strong curriculum leadership. However, a few subject leaders need further training so that they can make an equally strong contribution to pupils' learning.

Leaders ensure that the needs of individual pupils with special educational needs and/or disabilities (SEND) are met. Teachers provide suitable resources or different ways of recording work where appropriate. These adaptations help pupils with SEND access the curriculum.

The early years is a hive of activity. Staff plan learning carefully to meet children's needs. They ensure that there is a range of activities available each day. These challenge children and stimulate their imaginations. Confident and curious children were observed learning and making windmills in forest school on a very windy day. Children quickly learn the school routines. They cooperate and share resources well with each other.

Pupils' learning goes beyond the academic curriculum. 'Navigate Newport' supports pupils in developing the skills that they need to help them deal with the challenges of everyday life. Many pupils take part in clubs and activities outside school.

Senior leaders have high expectations of pupils and staff. Most governors are new to the role since the previous inspection. They support the headteacher's high aspirations. Governors have been actively involved in the improvements made to the curriculum. They regularly attend the school to check whether improvements are happening. Governors use their skills well to support and challenge the leadership of the school.

Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant and follow up any safeguarding concerns. Leaders respond promptly to information they receive from staff. The school keeps detailed and well-organised records. All staff have completed the required safeguarding training. They understand and follow the school's policies and procedures. Leaders engage with a range of external agencies to support families who are at risk or in need.

Pupils learn how to keep themselves safe. They recognise risks, especially those associated with being online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In science and modern foreign languages, leaders have ensured that the curriculum is coherently planned and sequenced. However, they need to make sure that pupils do not have gaps in their learning in other subjects because of

the split year group classes. Leaders need to review the curriculum for subjects such as design and technology to make sure that learning is planned and sequenced effectively so that pupils in mixed-aged classes learn and remember basic concepts over time.

- Some subject leaders are new to role. They have not had time to develop the subject-specific expertise of other staff in the school. Senior leaders should ensure that new subject leaders are appropriately supported. This is to ensure they fully develop in their roles and have a much greater influence on the way the curriculum is planned and delivered.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	114985
Local authority	Essex
Inspection number	10121379
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	172
Appropriate authority	The governing body
Chair of governing body	Gemma Sowter
Headteacher	Rebecca Pine
Website	www.newport.essex.sch.uk
Date of previous inspection	22–23 November 2017, under section 5 of the Education Act 2005

Information about this school

- Since the last inspection, a new headteacher and deputy headteacher have been appointed at the school.
- Most pupils come from a White British background.
- The school is smaller than the average-sized primary school.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- During the inspection, we had meetings with the senior leaders, the local authority representative and school governors, including the chair of the governing body. We met with the acting SENCo, who is also responsible for SEND pupils.
- We looked in detail at reading, mathematics, science and modern foreign languages. We talked to curriculum leaders and teachers about their curriculum plans. We visited lessons in these subjects. We spoke to pupils about their learning as well as scrutinising their work.

- We met those responsible for safeguarding and looked at safeguarding documentation. We also looked at school plans and evaluations, leaders' monitoring records and attendance and behaviour information.
- We spoke to parents at the school gate to seek their views and considered the 72 responses to Ofsted's online questionnaire, Parent View, including 46 free-text messages. We analysed the 16 responses to the survey for staff.

Inspection team

Susannah Connell, lead inspector	Ofsted Inspector
John Constable	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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