

Inspection of a good school: Newton Longville Church of England Primary School

School Drive, Newton Longville, Buckinghamshire MK17 0BZ

Inspection dates:

9 and 10 November 2021

Outcome

Newton Longville Church of England Primary School continues to be a good school.

What is it like to attend this school?

Leaders have high expectations and aspire for every pupil to be well prepared for the future and the wider world. The school's values of compassion, respect, aspiration, friendship and thankfulness are at the heart of this Church of England village school. Pupils understand these values. They describe how these values guide them in their day-to-day lives and relationships. Older pupils talk maturely about how the school encourages them to be truthful and fair.

Pupils thoroughly enjoy attending school. They like learning and brim with pride when talking about the school. Pupils are full of enthusiasm for the many different clubs and extra activities on offer. Older pupils are particularly excited about their long-anticipated residential visit to the Peak District. Pupils are also eager to play their part in the school community and take their responsibilities very seriously. They wholeheartedly take on extra roles, such as being a house captain, librarian or 'buddy' to younger pupils.

Most pupils behave well. They feel safe and well cared for by staff. Bullying is not tolerated at this school. Pupils confirm that any worries are quickly dealt with by their teachers.

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

Leaders have planned a broad curriculum that taps into pupils' interests. In most subjects, leaders have identified the specific knowledge they would like pupils to learn. Content is appropriately aligned to the national curriculum. Leaders have considered carefully how the early years curriculum lays the foundations for future learning. The mathematics curriculum is particularly well thought out and logically sequenced. However, history and geography plans are not as strong. Plans in these subjects do not set out clearly enough what leaders intend pupils to learn.

Leaders are continuing to adapt the curriculum to reflect the impact of the COVID-19 pandemic on pupils' learning. In subjects such as English and mathematics, they are giving greater emphasis to 'core' knowledge and essential building blocks. This is helping teachers to address gaps in pupils' learning and overcome barriers to their future success. As a result, pupils are continuing to achieve well in these subjects.

The new phonics programme is strengthening further the school's reading curriculum. Teachers articulate sounds accurately and adhere closely to the school's approach. Children in Reception get off to a good start in learning to read. They enthusiastically join in during phonics lessons. They enjoy sounding out and writing new words. On the whole, books for early readers are well matched to pupils' reading abilities. Staff keep a close eye on how things are going and provide extra help for any pupils not keeping up. Pupils continue to develop their skills in key stages 1 and 2. There are plenty of opportunities for them to immerse themselves in a good book. Some older pupils are avid readers.

Teachers use their good subject knowledge to engage pupils well in discussions. They actively promote good speaking skills. Teachers expect pupils to give reasoned answers to questions and to use correct vocabulary. Teachers regularly revisit previous learning and check that 'learning has stuck'. However, in history and geography, teachers do not make well-judged choices about the design of some learning tasks. Activities do not always align well with what pupils need to learn.

Leaders' careful observations help them to identify any pupils who may have special educational needs and/or disabilities (SEND). Pupils with SEND are supported appropriately in class. These pupils benefit from the same broad curriculum as their peers. For some subjects, staff plan a bespoke curriculum to meet the specific needs of a few pupils who have more complex needs.

The school is a settled environment and most pupils behave sensibly. They are keen to take part in lessons and do their best. A few pupils need support to follow their teachers' expectations and school routines. Leaders are therefore seeking specialist advice to help them refine their support for these pupils.

Leaders encourage pupils to have aspirations and to pursue their interests and talents. As one pupil explained, 'It is important to have dreams and goals for the future.' The school's after-school clubs make sure that every interest is catered for. Ballet, football and chess are just some of the clubs on offer. The curriculum helps pupils to learn about other faiths and cultures and to be well prepared for life beyond their locality.

Staff enjoy working at the school and feel supported by leaders. They appreciate that leaders and governors consider workload when introducing any changes in the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that pupils' well-being and safety are always on the agenda. Leaders know pupils and their families well. They recognise quickly if something is not as it should

be. Timely training enables staff to fulfil their responsibilities and understand the school's procedures. Recruitment processes are managed well.

Leaders have a good understanding of the local 'thresholds of need'. They provide timely early help to families and, when needed, they refer concerns to outside agencies. However, leaders' records of the actions they have taken in response to concerns are not systematic or thorough enough.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In history and geography, leaders have not identified with enough precision the knowledge they want pupils to learn. They have not yet considered the concepts they wish teachers to emphasise. Sometimes, the choice of curriculum content is left to teachers to decide. As a result, pupils are not building their knowledge securely. Leaders need to identify precisely the knowledge and concepts they would like pupils to learn and remember.
- In history and geography, teachers sometimes plan activities that do not contribute well to pupils' learning. Activities are sometimes not consistent with the component knowledge pupils need to learn. As a result, pupils are not achieving well enough in these subjects. Leaders need to ensure that teachers are clearer about the knowledge pupils need to learn and how this is building towards the school's curriculum goals. They need to ensure that learning tasks are well matched to subject-specific curriculum content.
- Safeguarding record-keeping is not systematic enough. Consequently, leaders do not have a clear enough record of their decision-making and response to concerns. Leaders must ensure that any safeguarding concerns and actions taken are clearly recorded and well organised.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in October 2011.

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 information from Ofsted Parent View 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

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| Unique reference number | 110440 |
| Local authority | Buckinghamshire |
| Inspection number | 10200326 |
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 202 |
| Appropriate authority | The governing body |
| Chair of governing body | Alex Titley |
| Headteacher | Sue White |
| Website | www.newton-longville-school.co.uk/ |
| Date of previous inspection | 8 November 2016, under section 8 of the Education Act 2005 |

Information about this school

- The school is a voluntary-aided Church of England primary school. The last section 48 inspection took place in December 2016. The school's next inspection is due to take place by the end of this school year. However, this is likely to be delayed because of the pandemic.
- The school does not currently use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in her evaluation.
- The inspector carried out deep dives in the following subjects: reading, mathematics and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, met with teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also heard some pupils read.

- The inspector looked at curriculum plans in other subjects and sampled pupils' work in geography and art.
- The inspector met with the headteacher, the deputy headteacher, a senior leader and the leader with responsibility for SEND.
- The inspector met with four members of the governing body, including the chair of governors.
- To inspect safeguarding, the inspector met with the designated safeguarding leader (headteacher) and spoke with pupils and staff. The inspector reviewed the school's record of recruitment checks and safeguarding procedures. Safeguarding documents were considered, including school policies and records.
- The inspector considered the views of parents through the 47 responses to Ofsted's online survey, Parent View, and parents' written comments. The inspector also spoke with some parents at the start of the second day of the inspection.
- The inspector considered the views of staff during meetings with them and took into account the 21 responses to Ofsted's staff survey.
- The inspector took account of the 28 responses to Ofsted's pupil survey and met with pupils to discuss their views of the school. She also talked with pupils during lessons and at other times of the school day.

Inspection team

Sue Cox, lead inspector

Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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