

Inspection of an outstanding school: Newcomen Primary School

Trent Road, Redcar, North Yorkshire TS10 1NL

Inspection dates:

17 and 18 May 2022

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

The members of the Newcomen school community describe themselves as a 'family'. Pupils are happy and safe here. They refer to the school motto, 'believe, achieve, succeed', with pride. Pupils enjoy rising to meet the high aspirations of staff. Success is celebrated in Friday morning assemblies. Pupils are recognised for their actions linked to important values, such as empathy, kindness and tolerance. Pupils explain that their opinions are heard. They talk about decisions made by the school council that have benefited the school. Pupils are confident that they are valued and appreciated. Newcomen Primary School is improving the life chances of its pupils.

All leaders are aspirational for pupils and committed to providing them with the best possible life chances. Staff ensure that pupils are well equipped, with knowledge and positive attitudes, to take their next steps in education. Pupils enjoy learning and are proud of their achievements.

A respectful culture is clear in the positive relationships around school. As a result, pupils believe that bullying does not happen here. Pupils receive clear messages about what bullying is and about the consequences of unkind actions. Pupils say that if unkind actions happen, they are dealt with effectively by staff. Pupils trust adults to help them. However, pupils also learn how to manage and talk about their own emotions. Children in the early years are encouraged to communicate with each other with respect.

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

Leaders, staff and pupils believe that 'knowledge is power'. This is evident in how leaders have planned their curriculums, and in conversations with pupils. Planning is strong, ambitious and research-based. Across the vast majority of subjects, leaders have decided exactly what they want pupils to know. Staff make sure that pupils revisit their prior

learning regularly. For example, pupils talk convincingly and with enthusiasm about the depth of their historical knowledge. Pupils across the school talk about how we learn about the past, using examples such as Samuel Pepys' diary and artefacts from ancient Greece. Teachers adapt the curriculum well to ensure that pupils with special educational needs and/or disabilities achieve well.

Staff use questioning effectively to check what pupils remember and to uncover gaps in learning. Leaders ensure that vocabulary is prioritised throughout the school. Children in the early years are encouraged to use sophisticated vocabulary by staff. Older pupils routinely use precise vocabulary to explain their learning, particularly in mathematics.

Leaders have ensured that reading is at the heart of the school. The wider reading culture is exceptionally strong. Stories that pupils will study are carefully chosen to inspire them and broaden their understanding of the world. Daily story time is valued and enjoyed by staff and pupils alike. Leaders ensure that learning to read is prioritised for younger pupils. Pupils who struggle with phonics are identified quickly and given extra support to ensure they keep up. Some staff deliver this support more effectively than others.

Pupils' behaviour is impeccable. They treat each other courteously and explain why manners are important. Pupils are happy and keen to share their experiences with visitors. They explain that school is a happy place and talk keenly about what they have learned. Pupils display mature attitudes. They explain the importance of resilience and perseverance. Younger pupils explain, 'It's okay to make mistakes because it's a chance for your brain to grow.' Positive relationships are clear between staff and pupils. Pupils are happy to volunteer answers and are confident to 'give it a go'.

Leaders' commitment to the wider development of pupils is exceptional. Leaders ensure that moral values and integrity underpin all aspects of school life. Different learning areas and displays in the school celebrate local history, world heritage and inspirational figures. Pupils develop a firm understanding of their position in the world and of their responsibilities. The whole school community participated in fundraising for Ukraine, for example. The development of pupils' character is carefully woven through everything the school does.

Pupils learn about British values, such as respect and tolerance. They live out these values in their daily interactions. Staff encourage pupils to 'stand tall' and celebrate their uniqueness. This creates a warm and positive environment where pupils feel safe and develop confidence.

All staff are proud to work at this school. They describe the school as a family and appreciate the supportive culture that leaders have created. Staff say that they feel valued and heard. They recognise the efforts that leaders make to consider their workload and well-being. Staff describe leaders as inspirational. Staff remain working here as 'nobody wants to leave'.

Safeguarding

The arrangements for safeguarding are effective.

Staff work collectively to ensure that pupils are kept safe as a priority. Leaders have ensured that staff are vigilant in their attention to pupils' well-being. Staff report any concerns immediately, and logs demonstrate that leaders act on them quickly.

Pupils throughout school feel safe and are very aware of how adults protect and care for them. Pupils learn about how to keep themselves safe and can talk clearly about different types of risk. Staff are acutely aware of pupils who might be vulnerable. Leaders work closely with families to ensure that they receive support where it is needed. Leaders work with a wide range of external agencies to ensure that pupils are protected from harm.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all staff deliver phonics with the same level of expertise. This means that pupils who struggle do not all get the same level of support to help them keep up. Leaders should ensure that all staff have sufficient training to deliver phonics to the same high standard.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 first section 8 inspection since we judged the school to be outstanding in July 2016.

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

Unique reference number	111638
Local authority	Redcar and Cleveland
Inspection number	10227109
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	401
Appropriate authority	The local authority
Chair of governing body	Mark Hassack
Headteacher	Kinga Pusztai
Website	www.newcomenprimary.co.uk
Dates of previous inspection	6 and 7 July 2016, under section 8 of the Education Act 2005

Information about this school

- The school uses no alternative provision.
- The school runs its own breakfast club.

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 leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher and a range of other school leaders, including the special educational needs and disabilities coordinator. She also spoke with a representative from the local authority.
- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also looked at curriculum plans for other subjects.

- The inspector checked the single central record to confirm that appropriate checks have been carried out. She met with leaders responsible for safeguarding and checked logs of actions taken to keep pupils safe.
- The inspector visited breakfast club and spoke with staff and pupils.
- The inspector spoke with groups of pupils formally and informally during the inspection. The inspector observed pupils at social times.
- The inspector met with leaders responsible for the wider development of pupils.
- The inspector met with representatives from the governing body, including the chair and the vice-chair.
- The inspector considered the responses to the staff survey. She also considered the responses to Ofsted Parent View, Ofsted's online questionnaire, including free-text comments.

Inspection team

Katherine Spurr, lead inspector

Her Majesty's Inspector

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