

Inspection of a good school: Newby Primary School

Ryan Street, Manchester Road, Bradford, West Yorkshire BD5 7DQ

Inspection dates:

28 and 29 September 2022

Outcome

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

What is it like to attend this school?

One of the school's values which is seen in abundance is kindness. Pupils behave respectfully to each other and adult. They are happy and safe and enjoy coming to school. They are surrounded by adults who help them to feel safe. Relationships between adults and pupils are strong. Pupils are able to identify and explain what bullying is. It does happen, but pupils know that adults deal with it quickly.

Pupils are confident to work on their own, in small groups or with a partner. They look for opportunities to support each other. Pupils begin their work quickly and with enthusiasm. However, the high expectations leaders have for how pupils work with each other and adults are not currently matched by pupils' experiences in their learning. The approaches to checking what pupils have remembered across the curriculum are not clear or used effectively. This means that when pupils have not fully understood what is being taught, or they have gaps in their learning which stop them from learning more, this is not identified and corrected. Pupils with special educational needs and/or disabilities (SEND) do not receive the support they need with the parts of their learning they find the most difficult.

Leaders have made improvements to the teaching of reading. However, there are times when pupils are taught sounds they are not yet ready to learn. Some pupils who need extra help with reading do not get support which is close enough linked to the gaps in their phonics knowledge.

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

Leaders have created an ambitious curriculum. They have given consideration to what pupils are taught and when it is taught. Leaders and staff understand what the curriculum is meant to teach pupils. However, in most subjects, teachers do not check that pupils

have understood what they are being taught. This means that pupils do not have the chance to build up their learning over time. It also means that teachers cannot spot and help pupils who misunderstand or do not remember a part of their learning.

Leaders have recently introduced a new approach to teaching phonics. There is a consistent approach to helping pupils to read. Phonics lessons begin from early on in Reception. However, the strong start to learning to read that pupils receive in Reception is not carried through to other year groups. Pupils are taught sounds that they are not ready to learn because they have not remembered sounds they have been taught before. Pupils in some year groups have large gaps in their phonics knowledge and this stops them from learning to read as quickly as possible. Pupils who need extra help with reading get support. However, the support they get is not matched closely enough to the sounds they need help with. Leaders make reading highly visible in school. Books are selected for pupils in each class to read and have read to them. Pupils also have opportunities to suggest books which others might enjoy. Pupils enjoy these books and respond enthusiastically to their daily story time.

Pupils have opportunities to take on leadership roles such as play leaders and school councillors. They enjoy these experiences and speak positively about how they make a difference in their roles. For example, school council members talked about raising money for people affected by the floods in Pakistan. There are a wide range of clubs and activities for pupils to take part in outside of lessons. They make good use of these and enjoy them. Leaders aim for pupils to develop an understanding of different faiths. They do this successfully. Pupils have visits to places of worship and regular visits from leaders from different faiths. However, pupils have a limited understanding of other protected characteristics and the differences seen between people and groups in wider society.

Pupils with SEND are identified. However, the targets these pupils have and the help they receive to achieve these do not give them the best chance of being successful. Staff do not have a clear understanding of what these pupils are finding challenging. The support pupils with SEND receive is not then helping them to learn because it is not matched to what they are finding difficult in their learning.

Leaders make sure that all staff are well supported. Staff speak positively about the way leaders give careful consideration to their workload and well-being. There is a positive working culture where staff feel valued.

Safeguarding

The arrangements for safeguarding are effective.

There is a culture of safeguarding in this school. There is a sense of the school community wrapping itself around the pupils to keep them safe. Leaders ensure that staff have the knowledge and training to identify if pupils may be at risk of harm. There are clear systems for identifying pupils and families who may need support. Leaders work with external agencies to provide support to families. Leaders have considered how the curriculum encourages pupils to be safe. For example, police officers visit the school as

part of a planned curriculum to talk with pupils about issues such as cyber safety and knife crime.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In phonics lessons and additional support sessions, pupils are taught sounds without the pre-requisite phonics knowledge to be able to access them. As a result, the gaps in phonics knowledge between pupils are increasing and some pupils are not learning to read quickly. Leaders should ensure that pupils are taught the sounds that build on what they currently know phonetically so that they can learn to read fluently and quickly.
- There is an unclear picture in some subjects of which knowledge pupils have securely retained. As a result, gaps in knowledge before future work, and gaps in knowledge from previously taught work, are not identified and make it harder for pupils to develop their understanding of some subjects over time. Leaders should ensure that the checks for understanding that teachers make in lessons are allowing them to spot when and where pupils have these gaps and ensure that summative assessment systems give leaders and teachers information about where any other gaps in knowledge are so that these can be closed.
- The targets and provision for pupils with SEND are not clear or precise. As a result, pupils with SEND do not make the progress they could in their learning or close gaps with peers quickly. Leaders should ensure that targets for pupils with SEND are closely linked to assessment and that the provision to achieve these targets is carefully considered and regularly monitored so that these pupils receive the most appropriate support.
- Pupils do not have a well developed sense of concepts such as tolerance and difference in relation to some of the protected characteristics. As a result, some pupils do not have the age-appropriate understanding they need of some aspects of the wider society in which they live. Leaders should ensure that there is careful consideration given to supporting pupils to understand the different protected characteristics so that pupils are as well prepared as possible for life in modern Britain.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in June 2013.

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.

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	107218
Local authority	Bradford
Inspection number	10240243
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	463
Appropriate authority	The governing body
Chair of governing body	Jacqueline Walters
Headteacher	Gareth Baterip
Website	www.newbyprimary.co.uk
Date of previous inspection	25 May 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher was appointed in June 2022.
- The deputy headteacher took up the post in September 2022.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke to members of the governing body, including the chair.
- Inspectors carried out deep dives in mathematics, early reading and history. As part of each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors evaluated responses from parents to the online survey, Ofsted Parent View. They spoke with some parents who were dropping their children off at school.

Inspectors also evaluated the responses that staff and pupils made to Ofsted's online surveys.

Inspection team

Liam Colclough, lead inspector

His Majesty's Inspector

Tim Scargill-Knight

His Majesty's Inspector

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