

# Inspection of Newton-on-Trent Church of England Primary School

High Street, Newton-on-Trent, Lincoln, Lincolnshire LN1 2JS

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Inspection dates: 14 and 15 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

The school's values are at the heart of everything that happens at Newton-on-Trent Church of England Primary School. These are commonly understood and applied. Pupils know why the values of honesty, love, peace, courage, kindness and respect are important. They say that these help them to learn and to get on well with each other. Pupils know that leaders expect them to 'aim high and enjoy the journey'.

This is a happy school. Relationships between staff and pupils are consistently positive. Staff care for and nurture pupils. Pupils behave well. They enjoy being recognised for living out the school's values. They are proud of their values badges. They know that if they do something wrong, they are expected to 'make it right'.

Pupils are proud of the roles and the responsibilities that they take on. Older pupils act as church school councillors, values ambassadors and monitors. They know that they are expected to set a positive example for younger pupils to follow. Pupils greet each other as they enter the church for collective worship.

Playtimes are happy and sociable times. Pupils play cooperatively. They encourage each other. They make good use of the fitness trail, the peace corner and the wide range of play equipment available.

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

Children are taught to read from the very moment they join Reception Year. The school's phonics programme is well established. It makes clear which sounds pupils should know at each stage of their education. It is taught consistently well. Pupils remember the sounds that they have learned. They soon become fluent readers.

Pupils develop a love of reading. As one pupil said, 'It's like watching a movie in your head. It takes you on adventures.' Pupils learn about a wide range of genres, including classics, plays and poetry. However, the reading curriculum is not fully sequenced. It does not make clear which aspects of reading pupils are expected to master as they progress through the school.

The rest of the school's curriculum is well planned and sequenced. It makes clear what pupils are expected to know and remember at each stage of their education and in every subject. It builds on what they have already learned. It prepares them well for what will come next. In many subjects, the curriculum identifies the most important content that pupils are expected to know and remember. In these subjects, pupils recall what they have learned with ease. However, some subjects are at an early stage of implementation. Training for staff and quality assurance of how well the curriculum is working in practice have not yet been carried out. In these subjects, pupils' recall of what they have learned is inconsistent.

Pupils with special educational needs and/or disabilities are well catered for. Their needs are carefully identified. The support in place allows them to learn the

curriculum. They are helped to become independent. A small proportion of parents and carers are critical of this aspect of the school's work. However, their concerns do not match what was found during the inspection.

Provision in early years is a strength of the school. Children flourish. They benefit from a curriculum that is meticulously planned and sequenced across all of the areas of learning. It takes account of children's different starting points. It helps them to improve their communication and language. Assessment is used skilfully to ensure that children learn the curriculum. No one is left behind. Leaders have an expert understanding of what constitutes high-quality early years teaching. They have ensured that this is a daily reality.

Pupils are well prepared for life in modern Britain. The personal, social and health education (PSHE) programme ensures that they learn about a wide range of cultures and beliefs from around the world. They consider and debate issues around inclusion and equality. They learn to be respectful and inclusive. Older pupils know what British values are and why these are important. They understand protected characteristics and what these mean in law. They know how to stay healthy, both mentally and physically.

Senior leaders know their school well. They have a secure understanding of what constitutes an effective curriculum. They have developed a highly cohesive staff team whose members share their vision.

The majority of governors are new to post. They bring a broad set of skills that enables them to challenge and support leaders. However, there are some inconsistencies in how well governors know and carry out their responsibilities. The governing body does not check closely enough on how well disadvantaged pupils are getting on.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a culture where safeguarding is everyone's responsibility. Staff understand their roles and responsibilities. Regular training and reminders ensure that keeping children safe remains the highest priority.

Leaders take swift action when pupils need help. They work effectively with other agencies. They challenge where they think others are not playing their part.

The record of checks carried out on adults who work with pupils is thorough and well maintained.

Pupils know how to stay safe in a range of contexts, including when online, from strangers and while cycling. They know whom to go to for help and support.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Some subjects are at an early stage of implementation. Quality assurance work and training have not yet been carried out. In these subjects, pupils' recall of what they have learned is inconsistent. Leaders should ensure that the curriculum is fully implemented and embedded and results in pupils consistently knowing and remembering curriculum content.
- Beyond phonics, the reading curriculum is not fully sequenced. It does not make clear which aspects of reading pupils are expected to master as they progress through school. Leaders should ensure that the reading curriculum is fully planned and sequenced, which will enable pupils to achieve even better.
- There are inconsistencies in how well governors know and carry out their responsibilities. The governing body does not check closely enough on how well disadvantaged pupils are getting on. Governors should ensure that they have a secure and consistent understanding of their roles and responsibilities, including in relation to disadvantaged pupils.

## 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

<b>Unique reference number</b>	120578
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10267964
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	60
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Charles Nicholds
<b>Headteacher</b>	Aimee Riley
<b>Website</b>	<a href="http://www.newtonontrentcofeprimary.co.uk">www.newtonontrentcofeprimary.co.uk</a>
<b>Date of previous inspection</b>	21 February 2018, under section 8 of the Education Act 2005

## Information about this school

- The school does not have a nursery. However, it offers pre-school provision for children from the age of three.
- This was the first inspection to take place since the current headteacher took up post.
- The school is part of the Diocese of Lincoln. Its most recent section 48 inspection for schools of a religious character took place in October 2016.
- The school does not make use of any alternative education providers.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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 held meetings with the headteacher, curriculum leaders, the early years leader and the special educational needs coordinator.
- Inspectors carried out deep dives in reading, mathematics, history, and design and technology. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, and met with teachers and pupils. Inspectors also spoke to leaders, looked at curriculum documentation and spoke with pupils about computing, physical education and PSHE.
- The lead inspector met with representatives of the governing body, including the chair. He also held a telephone discussion with a representative of the local authority.
- Inspectors took account of the responses to Ofsted Parent View and the written comments from parents. Inspectors spoke informally to parents outside the school. Inspectors considered the responses to Ofsted's staff survey.
- Inspectors met with safeguarding leaders. They reviewed school documents, including those relating to safeguarding, governance, behaviour, the work of the local authority and attendance.
- Inspectors spoke informally to pupils at breaktimes, around school and on the playground. An inspector visited the school's breakfast club and observed pupils in collective worship at the neighbouring church.

### **Inspection team**

Vic Wilkinson, lead inspector

His Majesty's Inspector

Mark Westmoreland

Ofsted Inspector

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