

Inspection of Newby Primary School

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

Inspection dates: 21 and 22 November 2023

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 **Good**

What is it like to attend this school?

Pupils at Newby Primary School model the school values of being kind, confident and successful. They enjoy attending this caring school. Pupils trust adults to look after and support them. As a result, pupils are safe in the school and feel part of the school family.

The school ensures that pupils understand how to behave well in lessons and at social times. For example, adults praise pupils for sensibly walking down the corridors. When pupils receive a house token reward for this, they are very proud.

Pupils understand that respecting differences is important. They describe the differences between people with understanding and compassion. Pupils' understanding of the protected characteristics is carefully developed by the school. This helps pupils to be prepared well for life in modern Britain.

The school enables pupils to take on leadership roles. Some older pupils are lunchtime ambassadors. They help younger children understand how to tidy up after lunch. Pupils are keen to take on these roles.

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

The school ensures that staff understand how pupils learn to read. There is a consistent approach to the teaching of reading. Pupils engage well with their phonics lessons. Pupils who are at the early stages of reading are identified quickly. The school puts in place effective support to help pupils to catch up quickly. Reading is a part of pupil's daily lives and is something they enjoy. Pupils talk passionately about their favourite books.

Pupils benefit from a well-planned curriculum. The curriculum is ambitious and provides pupils with many opportunities to broaden their knowledge and skills. For example, in art and design, pupils explore how sculpture can be created from different materials, such as foils and recycled materials. The school has identified the essential knowledge they want pupils to understand and remember. However, on occasions, teaching does not consistently check how well pupils have retained this important knowledge. This means that pupils move on to new learning before they are ready.

The school has improved the provision for pupils with special educational needs and/or disabilities (SEND). The use of different strategies, such as visual prompts to support writing development, help pupils to access the curriculum. The school teaches all pupils Makaton. This helps pupils with communication needs to be more able to communicate and be understood.

Attendance is a priority in the school. There are effective systems in place to help pupils to attend well.

The school has carefully developed the personal development curriculum. Pupils talk excitedly about the range of extra-curricular clubs on offer, including calligraphy, hockey and choir. Pupils value these experiences and how they expand their interests. The school works closely with the community to develop an appropriate personal, social and health education curriculum. Daily assemblies explore important themes, such as tolerance. Pupils understand what this means to them and respect the right to hold different beliefs. Some pupils miss out on these important messages as they have catch up sessions during assembly time.

Children in early years benefit from a curriculum that prepares them for the next stage of their learning. The school provides activities that are purposeful and well considered. The school considers the behaviours that they want children to develop. For example, they deliberately limit the number of resources available to children to learn and play with to encourage them to share and take turns.

Leaders in the school, including governors, are proud of the strong links the school has with the community. There is a determination to give pupils the best start in life. They enjoy working closely with all families. The school regularly invites parents in to showcase events. Families enjoy speaking to teachers and seeing what has been covered in the term.

Staff feel valued by leaders. They are happy and feel part of a family. Staff are confident that their workload and well-being are considered.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasions, teaching does not check how well pupils have learned important knowledge. This means that pupils move on to new learning before they are ready. The school needs to ensure that effective strategies for checking pupils' understanding are consistently implemented.
- Some pupils do not regularly attend assemblies that promote their wider development. This means they miss out on valuable opportunities to enhance their understanding of the world. The school should explore ways to ensure that all pupils access this important learning.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	107218
Local authority	Bradford
Inspection number	10289928
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	443
Appropriate authority	The governing body
Chair of governing body	Jacqueline Walters
Headteacher	Gareth Baterip
Website	http://www.newbyprimary.co.uk
Dates of previous inspection	28 and 29 September 2022, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative providers.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, history, mathematics and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum structure in art and design.

- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with the headteacher and other senior leaders over the course of the inspection.
- The lead inspector met with the members of the governing body, including the chair.
- A range of school documents were reviewed, including the school's self-evaluation and improvement plans.
- Inspectors considered the views of parents through the responses to Ofsted's online questionnaire for parents, Ofsted Parent View. Inspectors considered the views of pupils through their responses to Ofsted's online survey for pupils and through meetings held with pupils.
- Inspectors considered the views of staff through meetings and through their responses to Ofsted's online survey for staff.

Inspection team

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