

Inspection of Newton Burgoland Primary School

School Lane, Newton Burgoland, Coalville, Leicestershire LE67 2SL

Inspection dates: 16 and 17 April 2024

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

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Education Act since October 2011.

What is it like to attend this school?

Pupils are very proud of their welcoming and inclusive school. They strive to uphold the school's high expectations and motto of being 'Noticeably Newton'. Relationships between pupils and staff are exceptionally positive. Pupils know they are well cared for. They feel safe. One parent captured the sentiments of many, describing the school's ethos as 'one of warmth and encouragement'. Pupils' behaviour and their attitudes towards learning are exemplary. They are a credit to the school.

The school promotes pupils' spiritual, moral, social and cultural development exceptionally well. Many high-quality displays around the school site capture the dedicated work of staff and pupils in celebrating what makes people unique, including different religious festivals and family relationships. The school ensures that all pupils benefit from enriching experiences, particularly those from disadvantaged backgrounds. Parents and pupils say they strongly value the school's offer of early-morning and after-school care.

Classrooms are busy and purposeful. Pupils work hard and they are well supported by staff. Staff teach pupils how to apply the school's 'learning habits' well. Most pupils achieve well, especially in reading, across all classes. The quality of pupils' written work is, however, more variable in a range of subjects and year groups.

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

Stable and dedicated leadership, at all levels, lies at the heart of the school's inclusive curriculum for all pupils. Leaders, including governors, have an accurate understanding of the school's strengths. They know the priorities for development and work is well underway to address these. Governors are effective in holding leaders to account.

Staff morale is very positive. The school's open culture promotes a strong sense of unity and belonging. All staff are proud to serve at the school. They value the school's investment in their professional development and well-being. This includes attending networks as part of a collaboration of local schools. Teachers readily apply professional learning to their teaching, as do the school's supporting 'teaching partners'.

Staff are ambitious for everyone. The curriculum is well considered, building knowledge and skills year-by-year from Reception to Year 6, in the school's mostly mixed-age classes.

Staff nurture a culture and love of reading throughout the school. Pupils are enthusiastic about their reading books. They enjoy visiting the mobile library and many are inspired by the 'book talks' they hear. Texts are well chosen, particularly in reflecting diversity in society, and prepare pupils for life in modern Britain. Pupils impress visitors by their knowledge of the protected characteristics. Furthermore,

they embrace the school's and the fundamental British values in their interactions with people in and outside the school.

The teaching of early reading is strong. Children learn to read from the very start of Reception. They enjoy daily story time and are keen to vote for which class story to read. Pupils' reading books are well matched to the sounds pupils are learning. Staff make frequent checks to ensure that pupils who need extra help receive this swiftly.

Teachers have good subject knowledge. They use this to plan interesting learning activities. They use questioning well to check pupils' understanding. Staff quickly identify misconceptions and remedy them. Expectations in lessons are typically high. Pupils want to do well. Sometimes, however, staff do not use the information they have about pupils to help them achieve at the levels of which they are capable, particularly in writing.

Pupils with special educational needs and/or disabilities (SEND) are typically well supported. Staff receive the information they need to help these pupils. Most parents who expressed an opinion strongly value this support, as do many pupils themselves. However, some have a different perspective. The school's records do not consistently demonstrate that all parents of children with SEND are as fully involved in their child's education as they might be. Leaders recognise this. They have made some recent improvements in this regard, but it is early days.

Children make a positive start to their education in Reception. The learning environment is stimulating and well organised. Routines are well established. Children are well cared for. They benefit from high-quality interactions with adults. Some children, sometimes, need steering towards different areas of learning to help expand their knowledge and skills, including early writing.

Pupils have ample opportunity to explore different cultures and faiths. The school has an exceptionally strong curriculum for pupils' personal, social, economic and health (PSHE) education. Pupils in key stage 2 learn about personal safety, for example, by visiting the 'warning zone' centre, experiencing real-life scenarios to inform them about positive choices.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes teachers' expectations of what some pupils can achieve are not as high as they could be, including for some pupils with SEND. Teachers do not always use the information they have about pupils, in all year groups, to help all pupils to achieve as well as they might, particularly in writing. The school should

ensure that all staff use the information they have to support every pupil to achieve as well as they can.

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](#); 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](#)_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	119953
Local authority	Leicestershire
Inspection number	10288309
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	86
Appropriate authority	The governing body
Chair of governing body	James Dodds
Headteacher	Sue Ward
Website	www.newburland.leics.sch.uk
Date of previous inspection	26 and 27 October 2011

Information about this school

- The school does not use any alternative education provision.

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.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other members of staff.
- The lead inspector met with three members of the school's governing body, including the chair. He also spoke by telephone with a representative from the local authority.
- Inspectors carried out deep dives in early reading, art, history and mathematics. For each deep dive, inspectors held discussions about the curriculum with subject

leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The lead inspector also considered curriculum documentation for a range of other subjects including religious education and PSHE. He also reviewed a wide range of documentation including school policies and records for pupils with SEND.
- The lead inspector listened to pupils from key stage 1 and Year 3 read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons and around the school site during playtime and lunchtime in the school hall. They spoke with several groups of pupils both formally and informally.
- Inspectors considered the responses to Ofsted Parent View and Ofsted's surveys for staff and pupils.
- To evaluate the effectiveness of arrangements for safeguarding, the 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.

Inspection team

Chris Stevens, lead inspector

His Majesty's Inspector

Karen Slack

Ofsted Inspector

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