

# Inspection of Newburgh Primary School

Kipling Avenue, Warwick, Warwickshire CV34 6LD

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Inspection dates: 16 and 17 July 2024

**Overall effectiveness** **Good**

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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?**

Newburgh Primary School is a friendly and nurturing school. Pupils are happy and settled here. They are keen to come to school and learn well. Pupils flourish because adults take great care of them. Staff know them and their families well. Parents and carers are very supportive of the school.

Pupils are respectful, well-mannered, polite and courteous. They behave well in lessons and around school. The 'NEWBURGH' values sum up the behaviours and attitudes expected throughout the school. These include being nurturing, engaging, welcoming, considerate and resilient. During social times, pupils play together well and look after each other.

Leaders have high expectations for all pupils, including those who are disadvantaged and pupils with special educational needs and/or disabilities (SEND). Most achieve well. Pupils appreciate receiving recognition for their hard work. This includes being awarded house points and merit awards.

The school provides pupils with a wide range of opportunities. This includes many leadership opportunities, such as school councillors, Shakespeare ambassadors and anti-bullying ambassadors. Pupils take part in clubs, including a variety of sports clubs, choir and cooking. They visit museums, an outdoor centre and places of interest in the local area and further afield. This enhances the academic curriculum well.

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

The school's curriculum is broad and ambitious. The school has sequenced the knowledge, skills and vocabulary that they want pupils to know and when. Expectations for all pupils are high. In many subjects, the curriculum is taught well and pupils make good progress in their learning. However, in a few subjects, the school's agreed teaching strategies are not consistently implemented by all teachers. This means that, for some pupils, learning is slowed.

The school routinely reviews the curriculum and makes necessary changes to continue to improve it. However, some subject leaders have not had the opportunity to check how well their subject is taught. Hence, they do not have an accurate picture of where necessary improvements are needed to improve it further.

Teachers present information in an exciting and engaging way. Pupils learn new knowledge and find lessons enjoyable. There is a focus on pupils learning key ideas and subject vocabulary. For example, in history, when studying World War 2, pupils learn the meaning of propaganda. They learn how propaganda is intended to influence people's thinking. In mathematics, in the Reception class, pupils can name various shapes. They know that two trapeziums placed together make a hexagon.

There are effective systems to identify pupils with SEND. Staff work well with a range of professionals to support these pupils and pupils who are disadvantaged. However, for some of these pupils, strategies to support them do not allow them to gain the most from the curriculum. Leaders are aware of this and are working hard to make improvements so that all disadvantaged pupils and those with SEND achieve as well as they should.

The school prioritises the teaching of reading. Leaders have recently relaunched the way that phonics is taught. This has had a positive impact on improving pupils' progress in reading. Staff follow the phonics programme consistently. Pupils read from books that match their current phonics knowledge, which helps them to develop into confident readers. Regular checks mean that teachers quickly identify any pupils who are struggling. Extra support is swiftly put in place to ensure these pupils catch up quickly. Pupils learn to read confidently and fluently. High-quality texts are central to the school's curriculum. Inviting book areas are stocked with a diverse range of texts. Pupils spoke enthusiastically about their favourite books and authors.

Pupils know and follow the school's expectations for behaviour well. Children in the early years quickly settle into routines that help them learn. The school uses effective strategies to ensure that pupils attend school regularly and on time. The school works well with parents and with local agencies to reduce levels of absence.

Leaders have designed a well-structured personal, social, relationships and health education programme. Pupils know what healthy relationships are. They understand how to keep themselves safe, including when online. Pupils have a strong understanding of key concepts of fundamental British values, such as democracy and individual liberty. They have learned a rap to remember all the fundamental British values. Pupils develop a mature appreciation of equality, difference and respect. Their views and ideas are constantly asked for. Pupils explained how they thought of the names for the school houses, such as sapphire bears and emerald dragons.

Governors understand their statutory duties thoroughly and diligently fulfil their responsibilities. They use their detailed knowledge of the school to hold leaders to account effectively. Staff value the opportunities for training and the consideration of their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The implementation of the school's agreed teaching strategies is not consistently applied in all subjects. This does not help some pupils practise the knowledge

they need to remember and slows their learning. The school should continue to develop staff's understanding of the agreed teaching methods to maximise pupils' learning across all subjects.

- In some cases, strategies for disadvantaged pupils, including those with SEND, do not allow some of these pupils to gain the most from the curriculum. This means that the school may not be using the most effective type of support to support these pupils. The school should evaluate the current provision for disadvantaged pupils and pupils with SEND to ensure that all teachers are well equipped to adapt learning sufficiently well to meet all pupils' needs.
- Some subject leaders do not have an accurate picture of how well the curriculum is implemented. This means that pupils experience variability in the way learning is delivered across the school. The school must support all subject leaders to accurately evaluate the implementation of their subject so that they can identify ways in which this can be improved.

## 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 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

<b>Unique reference number</b>	125561
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10337820
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	348
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Adam Geach
<b>Headteacher</b>	Janice Simpkins
<b>Website</b>	<a href="http://www.newburghprimaryschool.co.uk">www.newburghprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	23 January 2019, under section 8 of the Education Act 2005

## Information about this school

- There have been staff changes since the previous inspection.
- The school currently does not use alternative 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, deputy headteacher and the special educational needs coordinator. Inspectors also met with groups of staff and pupils and spoke on the phone to the learning improvement adviser.

- Inspectors carried out deep dives in these subjects: reading, mathematics, English, design and technology and history. 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 spoke with leaders and pupils about several other subjects and looked at samples of pupils' work.
- The lead inspector listened to a sample of pupils read to a familiar adult.
- Inspectors spoke to leaders about pupils' behaviour, attendance, policies and procedures. The inspector observed pupils' behaviour in lessons and around school and discussed the school's analysis of attendance with leaders.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- The lead inspector met with those responsible for governance.
- Inspectors spoke with groups of pupils about their experiences at school.
- To evaluate the effectiveness of safeguarding, the lead inspector: 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.
- The views of pupils, parents and staff were considered through discussions and looking at information collected from Ofsted's online surveys.

### **Inspection team**

Lynda Townsend, lead inspector	Ofsted Inspector
Karen O'Keefe	Ofsted Inspector
Rebecca Nash	Ofsted Inspector

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