

Inspection of Newtown Linford Primary School

Main Street, Newtown Linford, Leicester, Leicestershire LE6 0AD

Inspection dates:	12 and 13 November 2024
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

The headteacher of this school is Kirsten Kennedy. This school is part of Bradgate Education Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Gareth Nelmes, and overseen by a board of trustees, chaired by Stephen Cotton.

What is it like to attend this school?

Everyone is welcome at this happy, inclusive school. Overwhelmingly, parents and carers support the school and value its caring approach. Pupils are sociable and exceptionally polite. The school places a very high value on respect and kindness. Consequently, pupils consistently interact kindly and respectfully with visitors and staff. They also encourage and support each other. For example, pupils write notes to thank one another, which they post in the 'caught you being kind' bucket.

The school sets very high expectations for its pupils. Pupils consistently meet these expectations. They are highly motivated and work hard, including when work challenges them. Reading is a high priority. Pupils achieve well in the core subjects of English and mathematics. Their depth of understanding in some other subjects is not yet as secure.

The school encourages pupils to be curious. It ensures that pupils have opportunities to develop new talents and interests. The school takes great care organising trips and experiences which broaden pupils' development. Sport, performances and clubs, such as gardening and games clubs, further enrich pupils' time at school. The school's support for pupils, including those with special educational needs and/or disabilities (SEND), to thrive from these opportunities is exceptional.

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

The school's curriculum reflects its ambition for each pupil to excel and become independent learners. Its approach to mixed-age classes is a strength of its curriculum thinking. As a result, teachers choose the right approach for each subject. There is a blend of year-group, mixed-age and small-group teaching to support the intended learning for pupils.

In many subjects, the core knowledge and skills that pupils should learn is set out clearly, including in the early years. Teachers value this clarity. They present new learning logically, connecting it to what pupils have learned before. Teachers check pupils' understanding and use this information to plan their next steps in learning. Work is demanding and pupils achieve well. In the Reception Year, teachers ensure purposeful play supports children to practise applying mathematical knowledge and developing their creative skills.

In some areas of the curriculum, including in the early years, the small steps of learning are not yet identified. As a result, teaching does not always focus precisely on the important knowledge or vocabulary that children in the early years or pupils in key stages 1 and 2 need to learn. Sometimes, children and pupils do not receive further opportunities to deepen their understanding.

Reading is a high priority for the school. The library is well stocked with carefully chosen books. The school teaches reading well. The standards that pupils achieve by the end of Year 6 reflect this. When outcomes do fall below the expectations of the school, the school acts swiftly and effectively to ensure that pupils catch up quickly. Pupils are taught

by skilled staff. Pupils practise reading from books that match the sounds they know and are learning. The school provides high-quality support for those who need it. This helps them to catch up with their peers.

The school's provision for pupils with SEND is a particular strength. From the start, children's needs and strengths are identified and assessed carefully. The school works well with parents and external agencies to put in place the right support to help pupils to thrive. Staff adapt well how they teach the curriculum to support pupils' academic progress and personal development. Pupils develop independence and resilience. They enjoy learning and thrive at the school.

The school is committed to creating an environment for all pupils to achieve their potential. Pupils receive a varied and rich set of experiences to significantly enhance their learning and wider development. As a result of the schools' inclusive approach, all pupils benefit from this. For example, opportunities for pupils to take part in performances or public speaking competitions support them to develop in confidence. Pupils enjoy contributing actively to school life through their leadership roles and jobs. Pupils respect and value diversity. They are very well prepared for life in modern Britain.

Pupils enjoy learning together in very calm, purposeful classrooms. They attend well. They have very positive attitudes to learning. In the early years, children settle quickly due to the clear routines. Pupils are active and persistent learners. The 'Rise and Shine' and 'Go Home Great' clubs are examples of the excellent additional support the school provides.

The work of trust leaders, including those responsible for governance, is effective. They have clear plans to support the school to develop subject leadership. Staff unanimously agree that leaders support them well. They are proud to work here.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, and in some areas of learning in the early years, the knowledge that should be acquired is not clearly set out. Where this is the case, teachers do not focus sharply enough on teaching the core vocabulary or on checking what children and pupils know to make sure that they are secure in their understanding. The school should ensure that there is clarity in these subjects and areas of learning as to the important knowledge that should be taught and assessed, so that children and pupils develop appropriate subject vocabulary and secure their understanding over time.

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	143253
Local authority	Leicestershire
Inspection number	10347631
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	114
Appropriate authority	Board of trustees
Chair of trust	Stephen Cotton
CEO of the trust	Gareth Nelmes
Headteacher	Kirsten Kennedy
Website	www.newtown.bepschools.org
Date of previous inspection	12 June 2019, under section 8 of the Education Act 2005

Information about this school

- The headteacher joined the school as co-headteacher in September 2020. In September 2024, she became sole headteacher.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 curriculum leaders. The lead inspector met with the chair and vice-chair of the trust, the chair of the local advisory board, and other representatives from the multi-academy trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and art and design. 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, reviewed samples of pupils’ books and visited lessons in some other subjects.
- Inspectors observed behaviour in lessons and at other times around school.
- To evaluate the effectiveness of 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

Aoife Galletly, lead inspector

Ofsted Inspector

Phil Abbott

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024