



Office for Standards  
in Education

## **Inspection Report**

### **NEWBURN MANOR FIRST SCHOOL**

Unique Reference Number: 108447

LEA: Newcastle upon Tyne

Inspection Number: 269346

Inspection Dates: 22 – 24 June 2004

Reporting Inspector: Christopher Keeler HMI

Inspection carried out under section 10 of the School Inspections Act 1996, and was deemed section 12 (3) under the same act

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## **INTRODUCTION**

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of the staff of Newburn Manor First School and of the local education authority.

The inspection was carried out by two of Her Majesty's Inspectors and an independent lay inspector.

### **Key for inspection grades:**

Grade 1	Very good
Grade 2	Good
Grade 3	Adequate
Grade 4	Not adequate

### **Description of the school**

The school is smaller than average and is located in the village of Newburn, four miles west of Newcastle upon Tyne. It caters for pupils from four to nine. In September 2006, this will be extended to pupils up to the age of 11. Most pupils are admitted to the reception class at the age of four and their attainment is below what would be expected for their age in reading and mathematics. Almost all the pupils are of white ethnic origin. There are no pupils with English as an additional language. More than one in three pupils is eligible for free school meals placing the school above the national average. Similarly, the percentage of pupils with special educational needs is above average.

## **OVERALL EFFECTIVENESS OF THE SCHOOL**

This is a good school. Pupils with special educational needs and those in Years 1 and 2 make very good progress so that the majority of seven year olds reach high standards in reading, writing, mathematics and science. However, the rate at which pupils' progress in the lower stages of Key Stage 2 is not as great. The senior management team is well focused on the pursuit of high standards. The head teacher demonstrates good leadership and is respected by staff and parents. The curriculum is broad and includes all the required areas of learning and subjects. The overall quality of teaching is good and all staff are committed to providing a learning environment where every child can thrive. Pupils' personal development is good. They are keen to learn and show positive attitudes towards their work. The school offers good value for money.

**Grade: 2**

### **Improvement since the last inspection**

The school has made good progress since the last inspection. Effective teaching and high standards have been maintained. The school has addressed well the issues identified in the last report. Good attention has been given to improving the balance of the curriculum for the under fives by providing more opportunities for pupils to make choices and decisions. Similarly, the school's policy for health and safety has been implemented and procedures regarding registration have been addressed. However, improvement to the monitoring of teaching by the subject co-ordinators and the head teacher has been too slow.

**Grade: 2**

### **Capacity to improve**

The effective relationship between the head teacher and her deputy, together with a strong sense of teamwork where everyone is expected to work together for the good of the school means that the school is well placed to improve further. The head teacher and governors recognise the need to maintain standards especially as the school begins to cater for the needs of pupils up to the age of eleven.

**Grade: 2**

### **What the school should do to improve further**

As the school develops into a primary school ensure that:

- the priorities in the school improvement plan focus on establishing higher standards in Key Stage 2
- the monitoring of teaching by the senior management team contributes effectively to the professional development of all staff and school improvement
- cross curricular links continue to develop in order to enhance pupils' acquisition of a range of skills, knowledge and understanding.

## **ACHIEVEMENT AND STANDARDS**

When pupils start school their performance in literacy and numeracy is below that expected of their age group. The high standards that seven year olds achieve, as shown in national tests, are testimony to the progress that they make during Years 1 and 2 as a result of good teaching. The majority of pupils work hard and successfully complete the tasks given to them. However, as a minority of pupils move through Years 3 and 4 their rate of progress slows down and the standard of their work is adequate. This is due to inappropriate behaviour in lessons and work that is not always challenging and well matched to pupils' needs. Pupils with special educational needs make very good progress and this is down to the commitment and expertise of the head teacher.

**Grade: 2**

## **PERSONAL DEVELOPMENT**

Pupils' personal development is good. This confirms the view of the school. They show a strong interest in their studies and are keen to produce good quality work. Pupils listen well and follow their teachers' instructions carefully. Most pupils behave well in lessons and around the school in response to the high expectations of teachers. The school is aware that the attitudes of a few older pupils need to improve and it is working closely with parents to address this.

The pupils respond well to the welcoming learning environment created by staff. They are quick to point out their work on display and talk about their school with pride. Pupils know that their views are valued and listened to, both individually, and through the school council.

The strong extra-curricular programme allows pupils to experience a wide range of activities that broadens their personal experience. They also respond well to the opportunities to reflect on the different beliefs and cultural diversity of modern society. Pupils develop a clear understanding of right and wrong and learn to take an active part in community life.

Attendance rates are consistently below the national average. Most pupils attend regularly but the attendance of a very small number of pupils is a cause of concern to the school. The school has effective systems to identify patterns of absence and works well with outside agencies to promote regular attendance.

**Grade: 2**

## **QUALITY OF PROVISION**

Inspection evidence confirms the school's view that the quality of provision is good.

The quality of teaching is good overall. In Years 1 and 2 it is very good and this results in high standards of work and behaviour. Teachers explain things well and make sure that learning is meaningful. Pupils know what they are to learn and do. Teachers ask challenging questions based on their own good command of the subject and their knowledge of the ability and interests of individual pupils, and they give accurate and informative answers to pupils' questions. Activities are chosen carefully to motivate pupils and a brisk pace ensures that their interest is maintained while allowing pupils time to think and discuss alternative ways of completing tasks. Pupils are keen to get on with their work. They show perseverance and make good progress.

In the Foundation Stage and Key Stage 2 teaching is not quite as strong. The work matches the needs of most pupils, but occasionally lacks challenge and the pace of teaching is too slow. This means that a few pupils lose interest and become disruptive particularly in Year 4.

Assessment is good. Information from regular and systematic assessment in English and mathematics contributes to the high standards achieved. Information from informal, day-to-day assessments of how well pupils have understood their work leads to changes in the work planned. In other subjects, assessment is sound. Teachers know and are able to report in broad terms on what pupils have achieved.

The curriculum is good. It is broad, includes all the required areas of learning and subjects and ensures an effective emphasis on literacy and numeracy. It is enriched by first-hand experiences and visits to places of local interest. The development of information and communication technology (ICT) and the foundation subjects are recognised priorities for the school. It has begun to develop coherent links across a number of subjects. This approach is intended to capture pupils' interest and encourage them to use their literacy and numeracy skills in a range of different contexts and for a variety of purposes.

Provision for pupils with special educational needs is good and contributes to their high levels of achievement in English and mathematics. However, the valuable additional support they receive sometimes results in them missing important subjects, such as physical and religious education, that they enjoy and which could be used to increase their confidence and enhance their self esteem.

The school provides a satisfactory range of well-attended out-of-school activities that successfully promotes pupils' development of ICT skills and their participation in sports, music, art and craft.

The school provides good support and guidance for pupils. There are comprehensive support systems to meet pupils' needs. Parents and pupils praise this aspect of the school's work. Induction arrangements for new pupils are particularly effective. Staff show a keen interest in pupils' well being and ensure all personal and medical needs are met. There is a strong commitment to the 'Healthy School' programme and pupils learn to value the benefits of an active lifestyle and a balanced diet.

Child protection arrangements are secure and the school makes every effort to establish strong links with a range external agencies. There are well embedded procedures to ensure pupils' health and safety although the building lacks sufficient emergency exit signs.

**Grade: 2**

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good. The head teacher is committed to providing the best possible education for all pupils and is instrumental in developing an ethos where every child matters. This is reflected in the very good relationships that exist between pupils and staff. Senior managers have high expectations of all pupils, particularly those with special educational needs. They successfully promote a strong sense of community. Subject co-ordinators involve colleagues in reviewing aspects of the curriculum so that a consensus can be reached as to how best to provide for all pupils. Parents are pleased with the progress made by pupils and regard the head teacher and staff highly.

The school is approaching a period of change as it prepares to become a primary school. The priorities in the school improvement plan do not focus sufficiently on what is required in order to achieve higher standards of attainment and behaviour throughout Key Stage 2. The monitoring of teaching throughout the school lacks rigour and therefore does little to enhance professional development or support school improvement. The school makes good use of staff and accommodation in order to meet pupils' needs. The head teacher and the governors manage the school finances well.

**Grade: 2**

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