



Newnham St Peter's Church of England Primary School

Inspection Report

Unique Reference Number 115694
LEA Gloucestershire
Inspection number 279656
Inspection dates 27 June 2006 to 28 June 2006
Reporting inspector Alison Grainger AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Station Road
School category	Voluntary aided		Newnham
Age range of pupils	4 to 11		Gloucestershire GL14 1AT
Gender of pupils	Mixed	Telephone number	01594 516208
Number on roll	135	Fax number	01594 516208
Appropriate authority	The governing body	Chair of governors	The Reverend R J Seaman
Date of previous inspection	22 May 2000	Headteacher	Mr Colin Doctor

Age group 4 to 11	Inspection dates 27 June 2006 - 28 June 2006	Inspection number 279656
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school draws its pupils from the village of Newnham and the surrounding area. Almost all pupils are of White British heritage. No pupil is at an early stage of learning English as an additional language. The percentage of pupils with learning difficulties or disabilities is average. On entry to the Reception Year, almost all children have the skills expected for their age. The headteacher joined the school in April 2006.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school providing satisfactory value for money. The school's view and the inspectors' view of the school's effectiveness are the same. Children get off to a good start in the Reception Year because of the good provision made for them.

In Years 1 to 6 there are variations in how well pupils do in different aspects of their school work. Good progress is made in mathematics because work is challenging and set at the right level. Not all pupils do as well as they should in writing because teaching and the curriculum are not closely enough matched for pupils' differing needs. Whilst there are good opportunities for pupils to apply their mathematics skills in other subjects, writing skills are not well enough developed in this way.

Pupils' personal development is satisfactory. There are good features in pupils' understanding of how to keep fit and healthy, and in behaviour around the school. However, pupils are not challenged to do as well as they are capable of in developing initiative, responsibility and teamwork. They do not develop a secure awareness of our modern multi-ethnic society. Pupils are not able to take enough responsibility for their learning because they are not given enough guidance about what they are already doing well and what they need to do next to improve.

The new headteacher has quickly and accurately evaluated the school's effectiveness. He has the confidence of staff, governors, parents and pupils. Given the school's progress since the last inspection and the commitment to moving forward now, the school has the necessary capacity to improve.

What the school should do to improve further

- Increase pupils' progress in writing by ensuring that work is closely matched to their differing needs and that good opportunities are provided for writing across the curriculum.
- Improve the guidance to pupils so that they have a clear understanding of what they are doing well and what they need to do next to make more progress.
- Provide pupils with more challenging opportunities for initiative, responsibility and teamwork and help them to gain a secure awareness of our modern multi-ethnic society.

Achievement and standards

Grade: 3

Pupils' overall progress is satisfactory. Children move on quickly in the Reception Year. As a result, almost all reach the goals expected and a good proportion exceeds them. This is a considerable improvement since the last inspection and pupils higher up the school, including those now in Year 2, did not have the benefit of such a good start.

From the beginning of Year 1 to the end of Year 6 pupils do well in mathematics. Pupils achieved high standards in mathematics in the national tests at the end of Years 2 and 6 in 2005 and present standards are above average.

Although progress is satisfactory overall in English, and current standards are broadly average, pupils do better in reading than in writing. At the end of Year 2 in 2005, pupils' results were well above the national average in reading and were average in writing. Pupils also did better in reading than in writing at the end of Year 6 last year. Throughout the school, too few pupils work at a level above that expected for their age in writing although there are quite a number who are capable of doing so. For too many pupils progress in writing is slower than it should be.

Pupils' progress towards the targets set is good in mathematics. It is only just acceptable in English because of weaknesses in writing. Pupils with learning difficulties progress satisfactorily toward their individual targets.

Personal development and well-being

Grade: 3

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory overall. Children in the Reception Year make good gains in personal and social confidence. They are kind and helpful to others.

Almost all pupils like school and this is reflected in the above average attendance rate. They say, for example, that they meet 'lots of nice people' at school and that other children are friendly. Although many pupils try hard in lessons, there are times when some, particularly boys, do not make enough effort and are not as well involved as they should be. Behaviour is satisfactory overall in lessons, and is good around the school and when pupils are at play.

Pupils understand the importance of using tools and equipment safely and have a good awareness of how to keep fit and healthy. They satisfactorily contribute to the school and wider community. Skills for pupils' future lives develop satisfactorily. However, pupils do not develop initiative, responsibility and skills in teamwork as well as they are capable of doing. Although pupils learn about different cultures, they do not have a secure understanding of our modern multi-ethnic society. The school recognises the need to challenge pupils to reach higher standards in their personal development.

Quality of provision

Teaching and learning

Grade: 3

Satisfactory teaching leads to satisfactory achievement. Where pupils do well, in the Reception Year and in mathematics and reading in other years, it is a direct consequence of good teaching. In the Reception Year, teaching is sharply focused on children's individual needs. All the adults work very effectively together to develop children's skills, knowledge and understanding.

In mathematics in Years 1 to 6, teaching is matched well to pupils' differing needs so that there is good support and challenge for all. The basics of reading are taught

accurately in Years 1 and 2 so that pupils make good gains in this area. However, teachers' expectations of pupils are not high enough in writing. There is a tendency to 'teach to the middle' with not enough account taken of pupils' different ages and capabilities. As a result, the more capable pupils in particular are not challenged well enough and underachieve. There are missed opportunities in lessons to involve pupils actively such as in solving problems or exploring issues in groups.

In all classes, teachers and teaching assistants work well together. There are some occasions, however, in the whole-class parts of lessons, when teaching assistants are not used well enough to support learning. There are times, for example, when their contribution is restricted to ensuring that pupils pay attention.

Curriculum and other activities

Grade: 3

The curriculum meets pupils' needs and external requirements satisfactorily. Children in the Reception Year are provided with a stimulating range of activities indoors and outside. These activities are well planned to help children develop a full range of important skills.

All aspects of mathematics are covered well in Years 1 to 6. Opportunities for pupils to use and develop their mathematics skills in other subjects are good, particularly in science and information and communication technology. However, the opportunities for writing do not challenge pupils as well as they should in English or in other subjects. Although some interesting links are made between English and history in Year 3, for example, this is not consistent across the school. Often, older pupils are given undemanding writing tasks in subjects such as science and geography. Not enough is done across the subjects to develop pupils' understanding of our modern multi-ethnic society.

The range of activities additional to lessons has improved and is good. Pupils can attend a wide variety of clubs and they participate well in sports. They also go on visits, including a residential trip for those in Year 6.

Care, guidance and support

Grade: 3

The quality of care, guidance and support makes a satisfactory contribution to pupils' learning and personal development. Staff are approachable and pay good attention to pupils' personal welfare. Reception children know, for example, that they can help to make a worry go away by putting a note in the 'worry box'. Children who are unwell receive sensitive care and are closely supervised by the school secretary. Child protection arrangements and attention to health and safety are satisfactory. Good promotion of healthy lifestyles results in pupils developing a good understanding of how to keep fit and healthy.

The guidance to pupils about how to take responsibility for their learning is underdeveloped. In most classes, pupils are not told clearly enough what they are doing well or what they need to do to make better progress. Pupils are listened to and

their views are valued, but they do not have enough opportunity for initiative, responsibility and teamwork. For example, adults take responsibilities that the pupils could take themselves such as in the organisation of the school council.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The new headteacher is providing a clear educational direction. He has quickly arrived at an astute evaluation of the school's effectiveness and has a good understanding of what needs to be done to improve it. He has already gained the confidence of staff, governors, parents and pupils and takes careful account of their views in planning for improvement. Changes already made have been enthusiastically welcomed. Parents, for example, are pleased that pupils' behaviour has improved and value their ready access to the headteacher. Although staff have responsibilities, for example, as subject co-ordinators, they are not strongly involved in leading on aspects of school development. Teamwork to support school improvement is developing but shared accountability for the quality of teaching and the standards pupils attain is underdeveloped. The provision for reception children is well led and managed.

Governors are very supportive of the school and committed to ensuring that the pupils get a good deal. This is evident, for example, in the action taken by governors to increase the support for pupils with learning difficulties. Governors are satisfactorily involved in evaluating the school's effectiveness and their participation is increasing. The school gives satisfactory value for money.

The school's progress since the last inspection has been satisfactory. The curriculum for reception children has developed very well. Given the strong commitment from the school community to making the school a good one, there is clear capacity for the school to move forward.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	2	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Pupils

Thank you for helping us when we visited your school. We enjoyed talking with you. We are pleased that almost all of you like school and say that other children are kind and friendly. We were impressed by how well you look after your friends if they are not feeling well.

We would like to say a special 'thank you' to the reception children. You may not all know, but the reception children made pizzas whilst we were in school. They very kindly made an individual pizza for each of us. They were really delicious!

We saw that you behave well when you are moving about the school and when you are playing. You know a lot about how to eat healthily and how to keep fit. We have asked the school to give you more opportunities for using your own ideas, taking responsibility and working together. We think that you've got a lot to offer in this way. We also think it would be interesting for you to find out more about the different backgrounds of people in Britain today. This will help to prepare you for all the different people you are likely to meet as you grow older.

The Reception children are doing really well and are learning quickly. All of you are getting on well with mathematics and many of you do well in reading. We have asked the school to help you to do better in writing. You can help by trying hard with your writing. We have also asked your teachers to tell you more clearly what you are doing well and what you need to do next to improve your work.

We know that your headteacher has lots of exciting plans for the school. We would like you to work closely with all the adults to make this a school that is good at everything. Thank you again for your help.

Yours sincerely

Alison Grainger Lead Inspector