



# Newton Primary School

## Inspection Report

**Unique Reference Number** 112194  
**LEA** Cumbria  
**Inspection number** 282943  
**Inspection dates** 20 September 2005 to 21 September 2005  
**Reporting inspector** Mr Adrian Gray

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary	<b>School address</b>	Newton Primary School
<b>School category</b>	Community		Newton Road
<b>Age range of pupils</b>	4 to 11		Newton-in-Furness, Barrow-in-Furness
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01220 897927
<b>Number on roll</b>	41	<b>Fax number</b>	01229897927
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs K Hull
<b>Date of previous inspection</b>	1 March 2004	<b>Headteacher</b>	Miss J Dower

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 20 September 2005 - 21 September 2005	<b>Inspection number</b> 282943
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## Introduction

When Newton Primary school was inspected in March 2004, it was judged to require special measures because it was failing to give its pupils an acceptable standard of education. Her Majesty's Inspectors of Schools subsequently visited the school on two occasions to monitor its progress, and reinspected the school in September 2005.

## Description of the school

Newton Primary School is a very small school and many of the pupils come from outside of the village that it serves. The proportion of the pupils eligible for free school meals is broadly average. Pupil numbers have fallen recently and the school has responded by having three classes in the morning and two in the afternoon. The attainment of the annual intakes of pupils to the school is average, overall, for children of their age. In September 2005, the school became part of a federation with a larger junior school; the headteacher of this school had also been acting headteacher of Newton Primary School for the last year.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with section 13(4) of the Education Act 2005, I am of the opinion that the school no longer requires special measures, since it is now providing an acceptable standard of education for its pupils.

The school considers that its effectiveness is satisfactory overall and inspectors agree with this view. The effectiveness of the Foundation Stage is also satisfactory.

The inspection of March 2004 required the school to address issues of the quality of teaching, the breadth of the curriculum, pupils' behaviour, leadership and management, the school's strategic planning and the meeting of all statutory requirements. There has been good overall progress with these issues since the last inspection. The school has succeeded in eliminating inadequate teaching and most teaching is now satisfactory with some that is good. Standards are rising and achievement is satisfactory overall, including the Foundation Stage. Pupils' personal development is good overall because they have good attitudes and behave well, but they are rarely challenged to show leadership or initiative in lessons.

The school is well placed to continue to improve. Its self-evaluation is effective and the headteacher has an accurate understanding of the school's strengths and has made realistic plans for the school's development. There is a strong emphasis on raising standards, based on regular assessments of each pupil's progress. Subject leadership, which is still too variable, is being supported through the new federation structure. Overall, the school gives satisfactory value for money.

### What the school should do to improve further

The school's self-evaluation recognises most of the areas where improvement is needed. However, the key priorities are to:

- increase the proportion of lessons where teaching and learning are good or better
- introduce effective structures for ensuring high standards in leadership and management at all levels
- provide pupils with more challenging opportunities for personal and social development.

## Achievement and standards

### Grade: 3

Standards are generally average and achievement is satisfactory overall. From their broadly average starting points pupils make a sound start in the Foundation Stage, although the small numbers involved mean that standards can vary sharply from one year to another. Improvements in teaching have ensured that the pupils gain the basic skills, such as recognising letters and counting. The pupils' attainment when they enter Key Stage 1 is broadly average; they are better prepared than previously for learning and their progress is more effectively monitored.

The school's view of achievement is that it is good overall but inspectors find that it is satisfactory. The pupils' results in the 2004 national tests were too low because they were below those of pupils in socially similar schools; progress between the ages of seven and 11 has also been unsatisfactory. The overall trend in Key Stage 1 has been of falling standards for the last five years up to 2004. Whereas the test results were generally above those found nationally at age seven in 2000, by 2004 they had fallen and were very low. However, the unvalidated figures for the school's test results in 2005 show substantial improvement and are above the national average.

The test results at the age of 11 also fell steadily from 2000 to 2004. In 2004, the results were very low compared to those all schools and significantly below those of similar pupils in other schools. However, unvalidated results for 2005 indicate that standards have risen sharply, especially in reading and mathematics, and are now generally above national standards. There is secure evidence of good overall progress over the last year. However, the progress of the more able pupils in mathematics and of some pupils in writing between the ages of 7 and 11 was less than expected.

In writing and mathematics, standards remain below average in some years. Standards in other subjects are variable, and rarely good. The school does not analyse the achievement of significant groups of learners, such as pupils with special educational needs.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good overall. They are keen to learn and enjoy coming to school. Attendance is good, and was 96 per cent in 2004-5. The pupils' personal development is good overall, notably because their behaviour is consistently good and there have been no exclusions over the past year. They are considerate to one another. However, their attitudes are judged to be only satisfactory overall and were good in only two of the lessons observed because the pupils are given few opportunities to display responsibility and initiative. However, they willingly accept responsible roles when offered, such as the school's playleader scheme and the recently elected school council.

Pupils' spiritual awareness is satisfactorily developed through assemblies and their social and moral awareness are promoted well through the recently adopted 'golden rules.' Pupils are considerate to one another and make positive contributions to the local and wider community through, for example, fundraising for the local village hall and the recent Tsunami appeal. Pupils' cultural awareness is less well developed, however, and the need to broaden their understanding of the multicultural nature of society through the curriculum has been identified by the school as a matter for improvement. Pupils have few opportunities to develop skills for their future economic well being.

Pupils are aware of school safety procedures; they feel safe and secure anti-bullying procedures are in place.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching was at least satisfactory in all lessons but it was good in only two of the nine lessons observed. Nevertheless, this is a significant improvement on what was found at the time of the inspection in 2004. Key factors contributing to this improvement are the small class sizes, the advantageous pupil-adult ratio, better planning of work for pupils of different abilities and an improved monitoring of pupils' progress. A focus on learning objectives, and ensuring that these are shared with pupils, have also contributed to this improvement.

Pupils with specific learning needs are encouraged to participate in class discussions and more able pupils are stretched. Planning is strong in literacy and numeracy but only satisfactory in other subjects. The most consistent weakness in teaching is that the range of tasks and activities which pupils are required to participate in is relatively limited; pupils have few opportunities to organise their own tasks or to engage in challenging group activities.

The quality of learning is satisfactory. Pupils are interested in their work, contribute readily to discussion when possible, and produce work of a satisfactory standard. The majority of them concentrate in class and work hard. On some occasions, learning was slower because some pupils were not clear about what was expected of them or because the more able pupils were not provided with sufficient challenge.

The school has a clear assessment system which enables it to track pupils' progress. Regular use is made of targets to help pupils' focus their efforts. Some examples of good, informative marking were seen.

The teaching in the Foundation Stage is satisfactory; resources are appropriate and improving and pupils are sensitively inducted into the school.

### Curriculum and other activities

#### Grade: 3

The curriculum provision satisfactory. It is broad and balanced, but the quality of the school's work is not consistently strong in all subjects. A strong emphasis is placed on literacy and numeracy and the school is well resourced with ICT equipment which pupils and teachers use with confidence. The one hour reading time in Key Stage 2 is not always used effectively. There are a small number of opportunities for extra-curricular activities, including sporting links with a local secondary school but this is an aspect of the school's work which is insufficiently well developed.

### Care, guidance and support

#### Grade: 3

This aspect of the school's work is satisfactory. The school has sound systems for gauging the pupils' attainment and tracking their progress. There are good induction

procedures for the youngest pupils and good transfer procedures for those leaving to join secondary education. The requirements of pupils with special educational needs are being met. Pupils are confident when asking for help in class and are well supported by staff when they do so.

The school has satisfactory child protection procedures in place and proper regard is paid to the health, well being and safety of pupils. Lunchtimes and breaktimes are well supervised and the playleader scheme enables young pupils to feel secure at playtimes. Children are taught about the dangers of smoking and substance abuse and the catering service offers healthy eating options at lunchtime.

Parents are formally consulted about specific issues that arise and a number of parents help in the school.

Grade: 3

## **Leadership and management**

**Grade: 3**

Inspectors agree with the school's evaluation that leadership and management are satisfactory overall. The headteacher has succeeded in securing a satisfactory quality of education at the school through a careful range of improvements; these have been welcomed by the other staff who now display growing confidence. However, monitoring of lessons has not been sufficiently rigorous to secure a consistently good standard of teaching. The school's self-evaluation is satisfactory but too little attention is paid to quantifying the school's work other than through standards.

The new federated structure became effective from 1 September, but new management systems have not been fully established. One of the teachers at the school has taken up the role of deputy headteacher, but her role is largely managerial with few leadership responsibilities. There is no present formal scheme for integrating the senior leadership of the two schools, other than the dual role of the headteacher.

All teachers at the school have responsibility for two or more subjects. In practice, the attention given to the development of these subject roles varies considerably with a recent priority having been given to science. Subject expertise is being enhanced by links with the federated school, but it is too early in the process for this to have had any significant impact.

The governing body of the school, up until the federation, had been effective in holding the school to account through asking appropriate questions and through regular visits. A small proportion of the governors has carried a large share of this work. In the federation, monitoring is to be based around subject links which does not closely match the needs of this small school.

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## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	NA	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	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

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	No
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	No
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	No
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**

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30 September 2005

Dear pupils

Congratulations to you and all the people who work to help you: Newton Primary School no longer requires special measures.

A great deal has been done to improve your school over the last year and a half; a lot of teachers, teaching assistants and governors have played their part in this. Thanks to their efforts, and your hard work and good behaviour, you now learn much more in lessons. The quality of the teaching and of your learning have improved.

Your school has come a long way in a short time but the standard of your work is not yet as high as it should be in all subjects. I think you can do even better, and I have asked the school to carry on improving your lessons, particularly by setting you some more adventurous challenges on which you could work together in teams.

I have enjoyed my visits to Newton Primary School. You have always been friendly and keen to tell me about what you were doing. Best wishes for the future.

Yours sincerely

Adrian Gray

Her Majesty's Inspector of Schools

Annex B