



Newby Primary School

Inspection Report

Unique Reference Number 107218
Local Authority Bradford
Inspection number 287748
Inspection dates 7–8 February 2007
Reporting inspector Terry McDermott

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

Type of school	Primary	School address	Ryan Street
School category	Community		Manchester Road, Bradford
Age range of pupils	3–11		West Yorkshire BD5 7DQ
Gender of pupils	Mixed	Telephone number	01274 772208
Number on roll (school)	462	Fax number	01274 772209
Appropriate authority	The governing body	Chair	Mrs J Walters
		Headteacher	Mr Michael Latham
Date of previous school inspection	30 April 2001		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large school is situated in an area of significant social and economic disadvantage close to the city centre of Bradford. Over three quarters of pupils are from a south Asian heritage. A significant minority are from Eastern Europe. Most pupils speak English as an additional language; a quarter of the school population are at an early stage of learning English. A greater than average number of pupils do not enter or leave school at the usual times, particularly in Years 3 to 6. Double the national average have learning difficulties and/or disabilities, though fewer than average have statements of special educational need. The headteacher is new to the school since the last inspection. The school holds the Healthy Schools, Basic Skills Quality Mark, ArtsMark and ActiveMark Awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. It gives excellent value for money. Its major strengths are the outstanding personal development of pupils and the excellent leadership of the experienced headteacher who has very high expectations of both staff and pupils.

Pupils enter the school with low standards overall. The communication skills of most are very limited and the physical development of many is well below the normal expectation for their age. The good quality provision in the Foundation Stage ensures that children quickly learn how to play and work both together and individually. This gives all children a very strong start and gives their future development a firm and secure footing. Pupils make good progress in Years 1 and 2 even though the standards they attain are below average. They build well on this throughout Years 3 to 6 so that, by the end of Year 6, standards are broadly average. Pupils' achievement, including that of LDD pupils is outstanding.

Pupils' personal development and well-being are outstanding. This is because of the acute attention to detail in each aspect of the care, support and guidance each individual receives. The school has very positive links with the community and engages actively with support agencies. Its innovative and rapid solutions to seemingly intractable issues demonstrate the obvious care the school has for the well-being of every pupil. Parents are extremely positive about the school and appreciate the bright and welcoming atmosphere in which their children grow and thrive.

Teaching and learning are consistently good, with some that is outstanding. Teachers plan their work meticulously to ensure that it is well matched to pupils' learning needs. Other adults in the school give very effective support to children with a wide range of learning difficulties and/or disabilities. Pupils have an excellent attitude to learning and this ensures that they consistently achieve well. Best use is not always made of the good information and communication technology (ICT) facilities to speed learning further.

The curriculum is good. It meets statutory requirements and is continually under review to ensure that the wide range of needs of the school's ever changing population are met. The particularly strong emphasis on visual and creative aspects brings learning to life and is very successful in helping to overcome the language barriers that many pupils have when they join the school.

Leadership and management are excellent. The outstanding headteacher has a very clear, if sometimes modest, view of the school's strengths. Responsibilities are well delegated which empower the enthusiastic and knowledgeable senior team to secure and sustain improvements. The school runs very smoothly on a day-to-day basis. Governors are active in strategic planning and are true critical friends of the school. When coupled with good progress since the last inspection, this indicates that the school has excellent capacity for continued improvement.

What the school should do to improve further

- Use ICT resources more effectively to improve achievement and raise standards.

Achievement and standards

Grade: 1

Children enter the Nursery with low standards in all areas of their learning. Most children have a very limited grasp of numbers and are unable to make a controlled mark using a pencil. Some have significant speech difficulties. By the end of Year 6, standards are broadly average. This represents outstanding achievement.

The Foundation Stage provides a caring and stimulating learning environment and provides a curriculum well matched to children's needs. Expert leadership focuses work very effectively towards personal, social and language development. This helps children to progress well in all other areas of their learning. All children make very good progress in the Reception class. However, by the time they enter Year 1, their skills are still well below average.

Achievement is very good in Years 1 and 2, with pupils making good progress, particularly in reading and in speaking and listening.

In Years 3 to 6, this good progress continues as a result of the good teaching and outstanding care and support pupils receive. By the time they leave at the end of Year 6, overall standards are broadly average. Successful support for every individual ensures that no group of pupils underachieves. The school normally exceeds its challenging targets.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. They value each other as individuals and work and play exceptionally well together. Pupils are polite, friendly and thoroughly enjoy coming to school to learn. Their behaviour and attitudes to learning are excellent. The comment, 'I'd beg my Mum and Dad to send me back if I had to leave' represents a common sentiment. Pupils say they feel safe and secure at school and they trust adults to care for them. They also trust each other and are keen to take on responsibilities, for example, through membership of the school council, helping to guide younger pupils in the dining room and supporting play activities outside at break. Pupils understand the importance of a healthy lifestyle and talk enthusiastically about their 'improved' school lunches and the need to sleep and exercise regularly. Spiritual, moral, social and cultural development is outstanding. This is shown through the spontaneous and joyful recognition and celebration of achievement, whatever its source. Pupils are proud of their school and its place within their community. Attendance is broadly average, despite the school's best efforts. Pupils are well prepared for future life.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is consistently good, with some outstanding features. It is underpinned by the excellent relationships between pupils and teachers and by the desire to learn, which is apparent in all class groupings. Teachers plan and organise their lessons carefully to set work at the right level for all pupils. Close attention is given to developing pupils' social skills and their confidence in speaking and in raising their self-esteem. The progress pupils make is tracked regularly. Learning assistants are deployed effectively to support the learning of individuals or small groups of pupils. Where lessons are outstanding, there is very brisk pace and stimulating content, which challenges pupils at the very edges of their understanding. In a numeracy lesson, for example, Year 5 pupils quickly got to grips with complex division calculations. The very skilful input and questioning from the teacher provoked high quality thinking and reasoning, resulting in exceptional gains in learning. The use of ICT in lessons to support and promote learning in a range of subjects is underdeveloped.

Curriculum and other activities

Grade: 2

The curriculum is good, with some outstanding features. It has been adapted well to meet the needs of pupils, linking different subjects together and providing first hand experiences. All of these contribute well to pupils' enjoyment and good achievement. Throughout the school, the very strong focus on personal, social and health education and citizenship is reflected in the pupils' outstanding personal development. Equally good provision is made for pupils with learning difficulties and/or disabilities, through a range of specific interventions. Close attention is given to the basic skills of literacy and numeracy. The particularly strong emphasis placed on creative arts and sports activities, often through community-based initiatives, is reflected in the school gaining the ArtsMark and ActiveMark Awards. Pupils benefit from a good range of visitors to the school, educational visits and extra-curricular activities. These contribute to their enjoyment of education and support their learning well. Pupils could have more opportunities to extend their learning through the use of ICT.

Care, guidance and support

Grade: 1

The school provides an outstanding level of care, guidance and support for its pupils. This is firmly reflected in its inclusive and very caring ethos. Procedures for protecting and safeguarding children are in place and arrangements for health and safety are robust. It has been highly creative in developing partnerships with business and the local community, which enhance the learning opportunities for all its pupils and the community it serves. The school works very successfully to involve parents and carers in their children's learning and all are aware of the value of gaining literacy and

numeracy skills. Parents overwhelmingly agree that their children are safe and well-cared for. They feel supported and welcomed into school, expressing the view that, 'It's almost like having an extended family'. Close working relationships with a range of agencies provide pupils with the support they need to overcome their barriers to learning. Teachers know their pupils' needs very well and track their progress carefully. This gives clear evidence of rising standards. The very high standard of care is a significant factor in pupils' enjoyment of school, their sense of well-being and the good progress they make.

Leadership and management

Grade: 1

Leadership and management are outstanding. The exceptional headteacher is the catalyst for many innovative developments leading directly to the outstanding personal development of pupils. The school has very high expectations that all individuals will be respected, behave well, stay safe, work hard, be happy and develop their potential. These expectations are met exceedingly well. The exceptionally good development of pupils' personal skills and of their self-esteem, combined with effective teaching, contributes significantly to the school's outstanding effectiveness. There is a powerful and well-balanced leadership group that knows the school intimately. Some aspects of whole-school evaluation are unduly modest because the school underestimates the great value of its work in caring for and developing its pupils as excellent young citizens.

All staff understand the school's priorities and work assiduously to put clear plans into effective practice. Regular checks on the quality of provision and critical self-evaluation, at all levels throughout the school, ensure that all work is carried out to the best possible benefit of the pupils. This contributes to the consistently good quality of learning across the school, which is clearly reflected in pupils' outstanding achievement. Governors have a clear understanding of the strengths and areas for improvement in the school. They offer well informed challenge as well as substantial support. Improvement since the last inspection is good and all issues from the last inspection have been tackled. For these reasons, the school has excellent capacity to improve.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

As you know, we visited your school this week to see how well it is doing. We really enjoyed meeting you, because you are so polite, friendly and keen to tell us how proud you are of your school.

Newby is an outstanding school. It is understandable that so many of you and your parents told us the same thing.

Here are some of things that particularly impressed us.

- All the adults in the school work hard to be sure that you are all very well cared for and that you all have the help that you need to help you learn.
- You are all so well behaved and settle down really quickly for work in lessons. Your attitude to learning is extremely good.
- The teaching in all classes is consistently good and some is excellent. This helps you to make good progress in every class.
- Your headteacher makes sure that everybody in the school gives all their energy to helping you to do well.
- You all know how to stay healthy, by eating properly, taking exercise and getting the right amount of sleep.

To make your school even better, I have asked that the teachers make better use of ICT to help you to learn even more quickly. Then all of you can reach even higher levels in English, mathematics and science than you already do. You will have to work really hard as well but, from what I saw in lessons, I have every confidence that you can do this.

Thank you all for looking after us so well. May I wish you all good luck for the future.