



# Newport Primary School

## Inspection Report

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**Unique Reference Number** 111580  
**Local Authority** Middlesbrough  
**Inspection number** 288991  
**Inspection dates** 12–13 October 2006  
**Reporting inspector** Janet Bennett

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

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<b>Type of school</b>	Primary	<b>School address</b>	St Paul's Road
<b>School category</b>	Community		Middlesbrough
<b>Age range of pupils</b>	3–11		TS1 5NQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01642 861911
<b>Number on roll (school)</b>	220	<b>Fax number</b>	01642 861933
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Rev Michael Plant
		<b>Headteacher</b>	Ms Christine Quinn
<b>Date of previous school inspection</b>	1 January 2001		

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Newport Primary School is of average size, with a 52 part-time place Nursery. It serves an inner urban area of Middlesbrough, which is subject to a neighbourhood regeneration project. A quarter of pupils are from minority ethnic groups and speak English as an additional language. The school has a larger than average proportion of pupils with learning difficulties and/or disabilities, and the majority of pupils claim free school meals. When children start school, their levels of knowledge and understanding vary widely but are generally significantly below those expected for their age. There is a Surestart facility on the school site which offers 'wrap-around' childcare for children aged 2 to 4 years.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Newport Primary is a good school with many outstanding features. It is an excellent example of a happy, respectful, multicultural community. The headteacher says, 'Every child matters to us', and this is borne out by the dynamic and committed team of staff she has created. They provide exemplary levels of care and support for learners, and particularly for those who are vulnerable or have learning difficulties and/or disabilities. Because of this, pupils feel safe in school and they develop into confident and successful learners.

Children make a good start in the Foundation Stage (Nursery and Reception classes) and by the end of Key Stage 1, standards are below average although many pupils attain the levels expected for their age. Learning is uneven in a small number of classes because lessons do not consistently build well on prior learning, but the good use made of assessment by most teachers ensures that in the majority of classes work builds effectively on pupils' skills. By the end of Year 6, pupils make good progress, achieve well but attain below average standards. More able pupils do not achieve as well as they should in mathematics because they do not always understand how to improve their work.

Pupils' progress is monitored carefully and very effective action is taken to ensure that any difficulties which could impede learning are quickly addressed. This is achieved through excellent partnerships with other professionals and agencies. The support that is given is greatly appreciated by parents and carers. This highly proactive approach, together with teachers' determination to plan lessons that interest and engage learners, means that pupils attend well and enjoy their learning very much. The partnerships established with health professionals contribute very well to pupils' excellent understanding of healthy living, and the responsibility that pupils are given for the well-being of others prepares them very well to be good citizens of the future.

The school's strong commitment to a broad and rich curriculum means that pupils have very good opportunities to develop their skills and talents in subjects such as art, music and sport. In the Foundation Stage, children have good opportunities to learn through play, but some opportunities for children to practise their speaking skills and to investigate the world around them are missed. Because of this, children do not achieve as well in these aspects of learning as they might.

The governing body has used available finances effectively to create a team of staff that responds well to the needs of pupils. The school gives good value for money and is well placed to build further on current successes.

### What the school should do to improve further

- Extend to all classes the good use that is being made of assessment by some teachers so that
- all lessons consistently build well upon prior learning
- higher attaining pupils know how to improve their work, particularly in mathematics.

- Improve opportunities for children in the Foundation Stage to practise their speaking skills and to investigate the world around them.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well and by the end of Key Stage 2, they attain standards that are below those expected for their age. Good teaching and well targeted support ensure that all pupils, no matter what their backgrounds or abilities, achieve well.

Children join the school with levels of attainment that are significantly below those typical for their age. They make good progress in the Nursery and Reception classes, particularly in their attitudes to learning. Not all opportunities to practise speaking skills and to investigate the world around them are fully developed so children do not achieve as well as they could in these aspects of learning. By the time they enter Year 1, standards are still well below average.

Learning is built upon well in Key Stages 1 and 2. By the age of seven, many pupils attain the levels expected in reading, writing and mathematics, although overall standards are below average. Rates of progress slow in some classes because lessons do not consistently build well on prior learning. However, most teachers make good use of assessment to set pupils clear targets for their learning which leads to the majority of pupils attaining the standards expected for their age by the end of Year 6. Standards are below average by the time they leave the school.

More able pupils do not achieve as much as they could in mathematics because teaching does not always help these pupils to understand what they need to do to improve. Vulnerable pupils and those with learning difficulties and/or disabilities make good progress because they are supported well and work is tailored to their needs and abilities.

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

### **Grade: 1**

Pupils' personal development and their spiritual, moral, social and cultural development are outstanding. Pupils attend school regularly because it is a happy and secure place to be. They talk confidently about how to stay safe and they are not afraid to express their ideas because they know that their views will be respected and valued. Pupils understand that rules exist for the good of all. 'If we didn't have them the whole world would be upside down', said one pupil. This is evident in their excellent behaviour and the exceptional support that they give to each other through the 'Friendship Council'.

Pupils are very well supported in making sensible decisions and they have excellent opportunities to reflect about themselves as individuals and as learners, and to contribute to the lives of others in the wider world community. They make healthy choices at meal times and take advantage of a wide range of sporting activities to keep fit. They take their responsibilities to the school community very seriously, and

understand exceptionally well that their learning in school is preparing them to be good citizens of the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils achieve well because teaching is good. Excellent relationships between staff and pupils result in very positive attitudes to learning and excellent behaviour in lessons. In the most successful lessons, assessment information is used effectively to plan activities that build well upon prior learning. This does not happen consistently across the school and therefore the rate of learning slows in a small number of classes.

Teachers plan activities that interest pupils and use a wide range of resources to engage them in learning. This contributes very well to pupils' enjoyment of learning and their good attendance. There are good systems in place to ensure that pupils know how to improve their work but these approaches are not currently being used successfully with higher attaining pupils in mathematics. Vulnerable pupils and those with learning difficulties and/or disabilities achieve well because they are well supported and work is well matched to their learning needs.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is adapted well to the interests of pupils and increasingly teachers plan lessons which make good links between subjects. This enables pupils to practise the skills they have acquired in one subject by applying them to their learning in others. The very good range of clubs before and after school and the excellent links with local organisations allow pupils to develop their gifts and talents and take part in activities which contribute well to their healthy lifestyles. A significant number of pupils are learning to play a musical instrument and the school has a flourishing brass band. Children in the Foundation Stage have good opportunities to learn through play but too few opportunities exist for them to investigate the world around them. Pupils have good opportunities to take responsibility and to make a positive contribution to the school and wider community.

### **Care, guidance and support**

#### **Grade: 1**

The excellent care for pupils is evident in the commitment of all staff to promoting the health, safety and emotional well-being of all pupils. The headteacher believes that the care given to pupils is central to their academic achievement and ensures that these principles firmly underpin every aspect of the school's work. The result is a calm, happy and safe environment where all pupils, including those that are most vulnerable, develop into confident learners.

Arrangements for the safeguarding of pupils are robust and regularly reviewed, and risk assessments are carefully attended to. Any pupils at risk are identified early and very effective arrangements are put into place to keep them engaged and to ensure that they enjoy coming to school. There are very good systems in place for tracking pupils' progress and the clear targets that staff set pupils help them to achieve well.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher provides outstanding leadership for this happy and inclusive school. She is central to the school's success and provides an excellent role model for everyone. She knows her staff well and ensures that pupils benefit fully from their individual skills. She is supported well by the deputy headteacher who has made a good contribution to raising achievement since her relatively recent appointment. There is a very positive team approach to which all staff contribute well. They offer each other mutual support and challenge, and share a willingness to take on new ideas. These strengths have led to good improvement since the last inspection, and ensure good capacity for the school to improve.

Self-evaluation systems are good. The school judges itself to be effective and it is right to do so. However, its evaluation of pupils' personal development and well-being is too conservative. Good use is made of assessment data to evaluate provision and performance in Key Stages 1 and 2, but the lack of skilful assessment in the Foundation Stage limits evaluations of learning here. This has correctly been identified as a priority for improvement during this academic year.

Governors are well informed and committed to securing the best possible outcomes for pupils. They contribute well to the leadership and management of the school.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	2
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	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

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

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Newport Primary School

St Paul's Road

Middlesbrough

TS1 5NQ

13 October 2006

Dear Pupils

Thank you for making us so welcome when we visited your school recently. We really enjoyed spending time with you. You helped us to understand why you are so proud of your school and what it is about it that helps you to enjoy learning so much.

We were very impressed with your excellent behaviour and how well you take responsibility for looking after each other. This makes your school a pleasant and safe place to be. You are very good at choosing healthy food at lunchtimes and you really understand how to keep safe and well. We know that there are lots of adults in school who look after you very well and listen carefully to what you have to say. We think that they are very good at recognising when you have difficulties and quickly working with you to sort things out. You told us that if you have a problem there are lots of people who you can talk to and this helps you to feel happy and secure. We understand why you said this. We were really impressed with how well you all attend school – so keep up the good work!

We know that your teachers make lessons interesting by planning fun things for you to do and you told us that most of the time teachers plan activities that are just difficult enough to make you think hard and learn well. We think that in some lessons you are given tasks that are a bit too easy or too hard and this isn't helpful. So we have asked some of your teachers to think carefully about the activities they plan so that you learn well in every lesson. You explained how your teachers set targets so that you know what you need to do to improve. We think this is really helpful and have asked your teachers if they could do more of this to help some of you with your learning in mathematics.

The children in the Reception and Nursery classes have great fun playing indoors and out. Adults help them to settle in really quickly and they enjoy coming to school too. We think that they learn lots of interesting things but that adults could do more to help them to find out about the world around them.

You were right – your school is good and there are lots of fantastic things happening there that don't always happen in other schools. You are right to be proud of yourselves. Carry on looking after each other and enjoying your learning. We wish you all great things for the future.

Janet Bennett

Lead Inspector