

Newburn Manor Primary School

Inspection report

Unique Reference Number	108447
Local Authority	Newcastle upon Tyne
Inspection number	309693
Inspection dates	12–13 June 2008
Reporting inspector	Gordon Potter

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	182
Appropriate authority	The governing body
Chair	Rev John Sinclair
Headteacher	Mrs Jane McFadyen
Date of previous school inspection	1 June 2004
School address	41 Townfield Gardens Newburn Newcastle upon Tyne Tyne and Wear NE15 8PY
Telephone number	0191 2674533
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average school. The vast majority of pupils are of White British origin. The proportion of pupils eligible for free school meals is above average. An above average proportion of pupils have learning difficulties and/or disabilities and an average number have a statement of special educational need. Very few pupils are from minority ethnic groups. The school serves an area of very significant social deprivation. The nature of the school has altered since its last inspection when it was a First school. In September 2004, the school was reorganised to take pupils into Year 5. In September 2005, it had a full range of primary age pupils. A new headteacher and deputy headteacher took up post in September 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Newburn Manor Primary School is rapidly improving. It is at the heart of the community. It gives its pupils outstanding care and support and pupils are extremely well cared for so that they are happy, show good behaviour and outstanding enjoyment of their lessons. Academic guidance is excellent with a real strength in telling pupils what they need to do to improve. This has been most effective in enabling pupils to make good and increasingly rapid progress. Parents strongly appreciate the way teachers help their children to feel safe and secure in school and make lessons interesting.

Very effective action has been taken to improve the quality of teaching and learning which is excellent and making a major contribution to the improvement in pupils' progress. The curriculum has also been enhanced by an outstanding range of activities. The improved provision has accelerated pupils' learning significantly but it has not yet had time to have its full impact on pupils' personal development and overall standards. The 2007 national tests for eleven-year-olds were only the second in the school's history and the first for which the current leadership team was accountable. Swift and appropriate action has been taken to improve results. Evidence from the inspection indicates that standards have risen and that pupils' achievement is now good across school. In 2007 the Year 6 pupils entered the school with levels that were below those expected for their age. They left with standards that were broadly average in English, mathematics and science representing for many pupils at least good progress and often better.

Excellent relationships and sensitive support from a caring staff strongly promote good levels of pupils' personal development. Pupils know that there is always someone to turn to if they need help. Attendance is broadly average. Pupils' behaviour is good and contributes to their enjoyment of school. They readily take on responsibilities, such as being 'Family Group' captains. Pupils have a good understanding of how to keep healthy and stay fit, as the school strongly promotes these qualities. The school's strong focus on developing pupils' academic and personal development gives them a satisfactory but improving preparation for their future economic well-being. However, pupils have a more limited understanding of the world of work and how they can gain the skills needed to be successful.

Leadership and management are outstanding. The excellent leadership of the headteacher and deputy headteacher, ably supported by management at all levels, has already had a significant impact on raising pupils' achievement. Together they have created a sense of identity within the new school where high standards are expected and actions are being taken to achieve them. There is strong teamwork and the headteacher encourages all teachers to develop their leadership roles. There is a clear understanding of the school's strengths and weaknesses. The highly effective action already taken, shows that the school has an outstanding capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Good provision in the Reception class helps children make good progress. Children enter with skills well below what is typical for their age, especially in communication, language and literacy and in emotional development. The Foundation Stage coordinator's good leadership includes effective monitoring and development of staff to ensure good progress in all areas of learning. The needs of children with learning difficulties and/or disabilities are quickly identified and

well supported. All children are well nurtured and cared for in a safe and stimulating environment. They work and play well together and are confident to talk about their work. There are strong links with parents and outside agencies that mean adults get to know the children before they start school. A good range of activities excite and support new learning. As a result, children develop increasing levels of knowledge and skills and become more confident and independent. However, there are restrictions in the access to the outdoor areas that limit children's learning opportunities. Good planning is based on meticulous assessment, although the school recognises that there is still scope for children to have more choice in the range of activities they do.

What the school should do to improve further

- Improve the learning experiences in the Foundation Stage by giving children more choice in what they do and giving easier access to outside play.
- Develop pupils' awareness of the world of work.

Achievement and standards

Grade: 2

Improved provision throughout the school means that pupils now make good, and sometimes outstanding, progress. The school's meticulous and accurate analysis of data indicates that standards in English, mathematics and science have risen and achievement is now good. Pupils with learning difficulties and/or disabilities make equally as good progress as others.

Standards are broadly average by the time pupils leave the school and their overall achievement is good. Pupils make good and often better progress from starting points in Reception that are below what is typical for their age. The results of the national assessments for Year 2 show that standards are slightly above average. The results of the past two years' Year 6 national tests have shown broadly average standards, with the strongest performance in mathematics. Standards in English were somewhat weaker. Standards are rising but this is not apparent in the results of national tests because of the changing nature of the cohorts. A significant number of pupils have joined the school during Years 5 and 6, many with a range of learning difficulties. These pupils are well supported and make good progress.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils are friendly and mix well together. Their spiritual, moral, social and cultural development is good, including an appreciation of other cultures and the historical background of their own area. They have a good appreciation of right and wrong and their behaviour both in class and around the school is good. They thoroughly enjoy school and are keen to learn. Attendance is average. Pupils report that they feel valued and have confidence in, and respect for, their teachers and other adults. There are good links with the community, including initiatives to improve the environment. Pupils have a good understanding of the importance of keeping safe and adopting a healthy lifestyle, especially in their choice of meals and in their enthusiasm for exercise. There are good opportunities for pupils to exercise responsibility, for example, as members of the school council and as 'Family Group' captains. Although pupils gain good personal and social skills, their average basic skills and limited understanding of the world of work prepares them satisfactorily for their next stage of education.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding, although the many improvements made recently have yet to have a measurable impact on national test results. Pupils of all abilities and ages make very good and often outstanding progress because of the high levels of challenge provided for all individuals. Teachers use a wide range of strategies and resources, including drama and information and communication technology (ICT), to excite and engage pupils. Teachers have a strong classroom presence. They are very ably assisted by classroom assistants whom they deploy very effectively to work with particular pupils and groups of pupils. As a consequence, all pupils feel highly valued and are eager to learn and progress as well as they can. Teachers are highly skilled at promoting independence amongst pupils. They use questioning to extend pupils' thinking and encourage pupils to question their teachers and other pupils. Accurate assessment that involves pupils in the marking of their own and others' work is used to ensure that pupils understand their own challenging targets and how to achieve them. This has had a significant impact on the very good progress occurring in lessons.

Curriculum and other activities

Grade: 1

The curriculum is outstanding with strong provision for literacy, numeracy and ICT and well directed personalised support where necessary. Pupils are encouraged to see the links between learning in different subjects and the relevance to their lives. This has had a positive impact on their writing. Strong provision for physical education and creative subjects, especially drama, enhances the pupils' enjoyment of school. Pupils from Year 1 upwards benefit from studying French or Spanish. Enrichment is outstanding. The many activities and visits enjoyed by pupils motivates them to improve their writing and to develop their knowledge of their own and other cultures. There is an outstanding range of extra-curricular activities which many pupils enjoy. Pupils speak with great enthusiasm of the field trips they make and the wide variety of sports and clubs available to them such as the Eco and food technology club.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. All teachers know the pupils well and care deeply for them. There are excellent relationships with outside agencies to ensure that the needs of all pupils are addressed. A very large majority of parents are supportive of the school and what it does for their children. The provision for pupils with learning difficulties and/or disabilities and for the times when pupils have personal difficulties is outstanding so that needs are quickly identified and addressed and the impact of intervention measured. The safety of pupils is paramount and all safeguarding measures are in place. The outstanding scheme of 'Family Groups' ensures that all pupils are looked after and along with the personal, social and health education that is delivered through these groups contributes to their good and improving personal development. Outstanding transition arrangements ensure that pupils are well prepared for the next stage of their education. Reports to parents are informative and give clear targets for improvement. Academic guidance is excellent. Tracking of pupils' progress is used very effectively to match work to pupils' ability. Interventions are put in place promptly when underachievement is identified.

A real strength is the passing on of information to pupils so that they know at what level they are working, what their targets are and what they need to do to improve. This has had a significant impact on raising achievement and standards.

Leadership and management

Grade: 1

Leadership is outstanding. It is extremely focused on providing the most suitable curriculum, getting the best possible teaching and learning and consequently, the highest possible achievement and standards. The outstanding leadership of both the headteacher and her deputy has ensured that provision in terms of teaching, curriculum and care, guidance and support is excellent. Whilst this has yet to impact fully on standards seen in national tests, the school is very strongly placed to improve further. The extended senior leadership team is providing very clear direction to ensure that all pupils achieve equally well. The school's development plan is a very useful working tool. It makes an accurate assessment of the school's current position and tracks initiatives and their success. It is clearly linked to providing professional development for staff and they thrive on it. Other leaders in the school, such as subject and key stage coordinators, provide strong leadership. They are empowered to make changes and know they are accountable. Governance is improving. It is now good because governors now question closely the actions of the school.

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Annex A

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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
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.

Annex A

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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	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	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

16 June 2008

Dear Pupils

Inspection of Newburn Manor Primary School, Newcastle upon Tyne,

NE15 8PY

On behalf of the team, thank you so much for making us welcome when we inspected your school. Newburn Manor Primary School is a good and improving school. You all make good progress and are reaching the level expected of you by the time you leave school.

Your personal development is good and we were pleased to see that you work hard and do your best. You come to school regularly and on time and all of you behave well in lessons and in the playground. We think that your behaviour is good. We found that you are very polite and helpful and we enjoyed talking to you about your school. Teaching is of a high quality in your school and it is clear that you enjoy learning and that you like your teachers. Your teachers plan an excellent range of activities and we were not surprised when you said you appreciated the activities the school provides for you like the visits to outdoor centres and museums. This is a very caring school and your parents and carers are right to feel confident that you are looked after well and that all staff care for you and help you to be happy in school. Your school is extremely well managed and this is helping you all to make better progress.

We have asked your teachers to do two things to make your school even better.

- Make the Foundation Stage better by giving the youngest children more choice in what they do and making it easier for them to work outside.
- Make sure that you know more about the world of work so you can develop the skills you need in the future.

You can help by always doing your best. Thank you for all your help and I wish you every success in all you do in the future.

Yours sincerely

Gordon Potter

Lead inspector