

# Newbottle Primary School

## Inspection report

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<b>Unique Reference Number</b>	108801
<b>Local Authority</b>	Sunderland
<b>Inspection number</b>	309803
<b>Inspection dates</b>	25–26 September 2007
<b>Reporting inspector</b>	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 category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	394
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ramsey W Morgan
<b>Headteacher</b>	Mr Graham Stephenson
<b>Date of previous school inspection</b>	1 March 2004
<b>School address</b>	Houghton Road Newbottle Houghton le Spring Tyne and Wear DH4 4EE
<b>Telephone number</b>	0191 5536566
<b>Fax number</b>	0191 5536571

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Newbottle Primary School is larger than average. The school serves an area which has a broad social mix which is broadly average. The number of children from minority ethnic backgrounds and/or those who speak English as an additional language is small. The proportion of pupils eligible for free school meals is average, and the proportion with learning difficulties and/or disabilities is below average. Children's abilities on entry to school are below that which is typical for their age. Before and after school care is provided on the school site.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Newbottle primary is a good school that is improving rapidly. The headteacher provides dynamic leadership for a team of staff who are highly committed to the achievement of all pupils. Recent improvements in learning, and the wide range of curricular activities provided are very much appreciated by parents and contribute well to pupils' enjoyment of school.

Pupils' achievement is good overall and standards are average. Most pupils are making good progress because of the increasingly effective teaching, though this is not yet reflected in test results. The improvements are a result of a very good understanding of the school's strengths and areas for development. Priorities are identified accurately and actions taken have brought about improvements. The role of leaders at all levels has yet to be fully developed. Not everyone is fully involved in school self-evaluation and contributing to identifying priorities for improvement to help raise standards.

The results of the 2006 assessments at the end of Key Stage 1 were below average. At the end of Key Stage 2 they were average but few pupils attained the higher levels, particularly in English. As a result of swift and effective action taken by the school, standards improved in 2007, particularly for more able pupils in English. A few pupils did not achieve as well as they should in mathematics.

Senior leaders work together well to ensure that most pupils achieve their challenging targets through the monitoring of progress and additional support and guidance where needed. Effective professional development has ensured that teaching is now building consistently on prior learning. Staff are generally using assessment information well to plan work to match pupils' individual needs but not yet to effectively raise standards in mathematics.

The care given to pupils is good and contributes well to their emotional well-being. The opportunities provided through a good range of after school clubs promotes pupils' many interests and talents, contributing well to their healthy lifestyles and enthusiasm for learning. All staff work hard to promote the highest levels of achievement both in the standards pupils attain academically and in their personal, social and emotional development. As a result pupils make good progress, contribute well to the school community and are well prepared for their next stage in learning.

## Effectiveness of the Foundation Stage

### Grade: 2

Children make good progress and achieve well in the Foundation Stage. When they start school attainment in personal and social skills is broadly typical for their age but in other areas, particularly in language and mathematics, their knowledge and skills are below that expected for their age. The outstanding care and support given to children helps them to settle quickly so that they benefit fully from the good play and learning opportunities that staff provide. By the end of the Reception year children have made good progress towards their targets particularly in communication, language and literacy, and in their personal, social and emotional development. This is because staff provide excellent role models. They listen carefully to children and respond respectfully. They use questioning to challenge thinking and they provide direct teaching which builds well on children's skills and understanding. The Foundation Stage is well led. Self-evaluation is accurate and has led to improved achievement particularly in reading

and writing. Assessment information is used well to plan next steps in learning but its use in evaluating progress and informing planning for improvement is under-developed.

### **What the school should do to improve further**

- Raise standards further and ensure the good systems in place for tracking progress and improving standards in English at Key Stage 2 are applied to mathematics.
- Extend the role of leaders at all levels so that every member of staff contributes to the school's self-evaluation and improvement.

## **Achievement and standards**

### **Grade: 2**

Achievement is good overall and standards are average by the end of Year 6. In 2006, standards in national tests were below average for Year 2 pupils and average for Year 6 pupils, though few pupils attained the higher levels. In 2007, the Year 6 results improved considerably, especially in English and for attainment at the higher levels. The improvements in standards were brought about because of the action taken by senior leaders to raise achievement, especially in writing. There was less improvement in mathematics and some pupils did not achieve as well as they should. This is because of teaching that had not built consistently on pupils' prior learning in the lower years of Key Stage 2, despite the good progress they made in Years 5 and 6.

During the inspection all pupils, including those with learning difficulties and/or disabilities, and those from minority ethnic minority backgrounds, were found to be making good progress and achieving well. This is because assessment information is generally being used well to identify pupils' learning needs accurately and teaching consistently builds well on prior learning.

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

### **Grade: 2**

Pupils' personal development and well-being are good, reflecting the school's intention to 'aim high' and educate the whole child. Pupils are a credit to the school, demonstrating good personal skills and attitudes to school work. They enjoy coming to school because of the strong relationships and positive climate for learning created by staff. Their attendance is good. Pupils feel safe, knowing that adult support is readily available. Behaviour in classrooms and around the school is good but a small number of children take time to settle down to learning at the beginning of some lessons. Pupils' extensive and successful involvement in sport reflects a positive approach to a healthy lifestyle and they know how to stay safe. Older pupils accept responsibilities in school, such as playground buddies, running a healthy fruit shop and as senior members of the school council. This provides a strong voice for pupils as well as developing their sense of community responsibility. Pupils' spiritual, moral, social and cultural development is good. Pupils show high levels of maturity, responsibility and sensitivity towards others. They make great efforts to fundraise for charities and to contribute to local life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good. Staff prepare lessons carefully paying attention to the needs of all learners. The good relationships that exist between staff and pupils encourage all learners to try hard and to take pride in their work. Staff use their good subject knowledge to enthuse children

and to challenge them to achieve as well as they can. The interesting and purposeful activities they plan contribute well to pupils' enjoyment of school and their positive attitudes in lessons. Assessment information is being used more effectively to match the challenge of work to the pupils' needs. Marking is thorough and the feedback given to pupils helps them to improve their work. This contributes well to pupils' good progress.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It fully meets requirements giving sufficient emphasis to the development of the basic skills of literacy, numeracy, and information and communication technology (ICT). It caters well for the wide range of pupils' abilities, interests and talents, contributing well to their enjoyment of school and to their good academic and personal achievement. The curriculum is enriched by a very good range of high quality activities that are available outside lesson time. These are attended well and appreciated by both parents and pupils alike. The visits and visitors that staff arrange, complement and enrich learning in lessons. The good range of sports clubs and other activities support pupils' healthy lifestyles. These have led to sporting achievements of which the school is rightly very proud.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good and contribute strongly to pupils' achievement and enjoyment of school. The school involves parents and pupils in evaluating its work and issues raised are promptly acted upon. For example, when some pupils raised concerns about bullying the school became one of the first to be awarded the local authority anti-bullying charter. Staff use assessment information well to plan work which matches pupils' needs. They ensure that pupils understand their learning targets and what they need to do to achieve them, particularly in English. This has resulted in improved progress and contributes well to pupils' good achievement. This is not yet happening as effectively in mathematics. All staff provide high levels of care for pupils and support the many opportunities for learning and enjoyment outside the classroom. School absence is promptly followed up and, as a result, attendance is now above average. Arrangements are in place to secure pupils' well-being and the school complies with government requirements in safeguarding and child protection procedures.

## **Leadership and management**

### **Grade: 2**

The headteacher provides very effective leadership. The clear steer and brisk pace that he sets for school improvement is central to the school's recent successes. He has a very accurate understanding of the school's strengths and development needs and he is well supported by senior leaders who share his vision for the school. Together they provide a very clear focus for the work of all staff which has led to improved standards, particularly in English. Action to reduce pupil absence has been very successful, resulting in attendance rates that are now above average.

There is a high level of commitment from all staff to improving learning opportunities and they share a willingness to take on new ideas in order to raise achievement. Effective professional

development has improved teaching. As a result staff now support learning well and consistently plan lessons that build effectively on prior learning.

The headteacher has established rigorous systems for monitoring and evaluation which are pivotal to the school's recent successes. The role of leaders at all levels has yet to be fully developed so that all staff are actively involved in school self-evaluation.

Governance is satisfactory. The chair and vice-chair of the governing body work hard and are actively involved in the work of the school. Systems are currently being developed to extend the involvement of other governors so that decision making processes are informed by first hand information about the life and work of the school.

The school has made good progress since the last inspection and has good capacity to further improve.

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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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	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

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	2
The attendance of learners	2
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	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?	2

<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.

## Annex A

**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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	3
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

27 September 2007

Dear Pupils

Inspection of Newbottle Primary School, Sunderland, DH4 4EE

Thank you for making the inspectors so welcome when we visited your school recently. We really enjoyed spending time with you and listening to your views about school and why you enjoy learning.

You have a good school. We were very impressed with your good behaviour and how well you take responsibility for looking after each other, this makes your school a pleasant and safe place in which to learn. You told us that you really like the after school clubs, and we can understand why. There are so many interesting things for you to do. You also told us that you enjoyed your lessons. We did too. We think your teachers are good at planning activities that help you to learn new things each day, and which help you to become more confident to try out new ideas. We particularly liked the ways in which your teachers helped you to understand what you are learning and how you can improve your work.

Your headteacher wants the very best for everyone in school. He has helped teachers to set challenges for you so that everyone achieves as much as they possibly can. You are doing this well in English and we are asking the school to make sure that this happens in mathematics as well. We are sure that with your enthusiasm for learning and your good attendance at school you will all be successful. Keep up the good work.

The headteacher and staff all want the best for your school and in future all those with responsibility for helping to improve subjects are going to work together more closely to analyse what needs to be done and how it might be achieved.

We know that your headteacher is good at finding out about your school so that he can make it even better. He listens carefully to what you and your parents and carers tell him and this helps him to know what he needs to do. We have asked that all of the adults working in school help to make your school an even better place by considering ways to improve your learning.

Be proud of your good school. Carry on looking after each other, attending well and enjoying your learning. We wish you all well for the future.

Yours sincerely

Janet Bennett

Lead inspector