

Newborough CofE Primary School

Inspection report

Unique Reference Number	110826
Local Authority	City of Peterborough
Inspection number	310429
Inspection date	9 December 2008
Reporting inspector	Linda Killman HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	192
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Bryan Cole
Headteacher	Mrs Hilary Davis
Date of previous school inspection	3 May 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	School Road Newborough Peterborough Cambridgeshire PE6 7RG
Telephone number	01733810253
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Age group	4–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

The overall effectiveness of the school and the following issues were investigated: pupils' achievement, particularly in writing; pupils' personal development and well-being; the effectiveness of teaching and learning; and the quality of care, guidance and support. Evidence was gathered from assessment data; the school's records and documents; parents' responses to the inspection questionnaire; observation of the school at work; scrutiny of pupils' work and discussions with staff, governors and pupils. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a smaller than average primary school. Most pupils are White British, and very few are eligible for free school meals. The proportion of pupils with learning difficulties and/or disabilities is below average. When children start in the Early Years Foundation Stage (EYFS), their attainment generally meets expectations. The proportion of pupils joining the school after the Reception year is higher than average, especially in Key Stage 2. The school has Healthy Schools status and has twice received the national Activemark Award for sport. There is onsite childcare which is managed by an external provider. This is inspected separately.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Most parents hold this effective school in high regard and it deservedly earns its good reputation. Strong leadership fosters a strikingly inclusive ethos that contributes to pupils' good achievement especially in reading, mathematics and science. Every child matters here and their contributions are valued. The headteacher has an excellent rapport with pupils, staff and parents alike and is respected for her in-depth knowledge and understanding of individuals. The school's leadership and management team are reflective professionals who keep up to date with and embrace national and local initiatives to raise standards and achievement. For example, the school is ahead of many others in trialling new materials to enhance pupils' performance in reading. The governing body is effective in its role as a critical friend. At the time of the inspection, the governing body's statutory duty to ensure that safeguarding procedures are in place was fulfilled. Systems for safety checks are also secure but monitoring their effectiveness is not regular enough to identify when revisions are necessary. The school has a clear understanding of what is required to promote community cohesion but has not yet devised a strategic plan of action.

The headteacher is steadfast in her quest for ongoing improvement and has a clear understanding of strengths and weaknesses in the school. Since the last inspection in 2005, the school has energetically tackled developmental points with notable impact in some areas. For example, rigorous assessment procedures and analysis of pupils' performance leads to swift intervention to boost learning for pupils who make less than expected progress. The systems also enable the school to identify those with special gifts and talents so that the curriculum can be adapted to meet their needs. High attaining mathematicians benefit from master classes and small group extension work that really challenges their thinking. One child remarked that she found these sessions 'absolutely fantastic'. As a result, year on year the proportions of pupils achieving the higher Level 5 in Key Stage 2 national tests in English, mathematics and science are rising. Overall, standards in Key Stages 1 and 2 are above average in reading, mathematics and science. Pupils' writing is not yet as well developed and the quality of presentation and handwriting in written work is generally below expectations. The school's proven track record in raising attainment is indicative of its good capacity to improve.

The curriculum is effective in meeting the needs of the most and least able learners. However, curriculum planning for those of average ability is sometimes insufficiently precise and targeted to their needs to enable them to excel. Education for safety and health is excellent, as are opportunities for enrichment such as Healthy Me Week and participation in local sporting events. Visits to places of interest broaden pupils' experiences and the many popular clubs raise pupils' aspirations and add to their enjoyment of school. Effective links between subjects help to deepen pupils' understanding.

Good teaching results in pupils' positive attitudes to learning and behaviour. Most teachers use a variety of strategies to capture the interest of pupils, and they respond accordingly by working productively. Lessons usually proceed at a good pace and pupils are encouraged to do their best. The teachers ensure that pupils know what they are expected to learn and regularly remind them of what their target is and what they are aiming to achieve. Teaching assistants provide effective support for those who need it, however, this is not always sufficiently balanced with enough opportunities for pupils to work independently, make decisions and use their initiative.

At work and at play, pupils behave well because they help to draw up the rules and keep to them. Exclusions are rare, as are racist incidents. Attendance is outstanding because pupils have much to look forward to and enjoy. The adults are approachable and responsive; they are good listeners. Pupils say that they know who to go for help and advice if they need it. Staff and governors consider pupils' views and encourage them to put forward new ideas. For example, their request to play in a copse within the school grounds was granted despite the huge challenge of relocating a pond complete with its living inhabitants. The school's focus on healthy lifestyles has a considerable impact. Most pupils eat healthy foods and engage in a wide range of physical activities. Many walk or cycle to school. The pupils' spiritual, moral, social and cultural development is good and this contributes to this happy school's cohesiveness and sense of community spirit.

Staff and pupils have successfully settled into new purpose-built premises. Good facilities and resources contribute to pupils' good achievement in literacy, numeracy and information and communication technology (ICT). A well-stocked, inviting library complete with access to an outdoor storytelling area entices pupils to read. Up-to-date technology is available in all classrooms to support pupils' learning and to develop their ICT skills. Covered outdoor areas allow pupils of all ages to learn and play together in all weathers, contributing to their good social and other skills such as group work and teamwork. The pupils develop good skills and attributes which will serve them well as they move on to the next stage of their education.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision in the EYFS is good. Staff hold appropriate early years qualifications and all welfare requirements are met. Children make above average progress towards the early learning goals from starting points that generally meet expectations. This is because the adults keep a watchful eye on how well their skills, knowledge and understanding are developing and plan the next steps according to what they already know and can do. Their personal and social skills develop extremely well. They take turns, share resources and play happily together. Effective daily teaching of letter sounds (phonics) leads to children's growing confidence and enthusiasm as beginner readers and writers. The children practise their skills and learn new ones, usually guided by adults. They have a good range of activities to choose from to develop their creativity. These are generally too prescriptive to allow for the unexpected or to encourage children to experiment freely and come up with original ideas. Children have access to indoor and outdoor play spaces in all weathers.

What the school should do to improve further

- Raise standards in writing in both content and presentation.
- Improve the precision of curriculum planning to cater for the differing abilities of all pupils.
- Ensure that leadership and management monitor the effectiveness of health and safety arrangements.

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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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are 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	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	2
The attendance of learners	1
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 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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

10 December 2008

Dear Pupils

Inspection of Newborough CofE Primary School, Peterborough, PE6 7RG

Thank you for being very helpful when inspectors visited your school to see how well you are learning. We were very impressed with your good behaviour and willingness to talk to us about the school. We decided that your school is good and here are some of the reasons why.

- You learn quickly because the teachers and other staff are good at their jobs.
- You are getting better at reading, mathematics and science. Your writing is improving too but not quite as fast.
- Your headteacher knows you all really well and makes you feel special.
- You feel safe at school and you feel comfortable about telling the adults if you are unhappy or if you have good ideas to share.
- Your behaviour is good, you enjoy school and your attendance is excellent.
- You know how to stay healthy.

To make your school even better, we have asked the teachers to:

- make sure that you improve your writing and take more care in the presentation of your written work
- plan your work carefully so that it is not too easy or too hard
- check to see that the systems in place to keep you safe really are working.

The school and your families want you to do well. You can help too by doing your best and trying hard to become good writers and take pride in your written work.

Yours sincerely

Linda Killman

Her Majesty's Inspector