

# Newby Primary School

## Inspection report

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<b>Unique Reference Number</b>	107218
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	336834
<b>Inspection dates</b>	29–30 September 2009
<b>Reporting inspector</b>	Carmen Markham

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 of pupils on the school roll</b>	514
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs J Walters
<b>Headteacher</b>	Mr Michael Latham
<b>Date of previous school inspection</b>	7 February 2007
<b>School address</b>	Ryan Street Manchester Road Bradford BD5 7DQ
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 23 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school's evaluation of its own performance, improvement planning, policies and pupils' assessment results. It also looked at the questionnaires returned by parents, carers, staff and pupils. This included 300 responses from parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the school's judgement that learning and progress is outstanding
- pupils' attendance and whether the school is doing enough to improve it
- the effective development of basic skills across all curriculum subjects including skills in information and communication technology
- the reasons for the apparent underperformance of children in the Early Years Foundation Stage and what the school is doing to address this

## Information about the school

This large school is situated in an area of some significant social and economic disadvantage close to the city centre of Bradford. The number of pupils known to be eligible for free school meals is declining but remains well above the national average. The majority of pupils' families are of South-West Asian heritage. Most pupils speak English as an additional language and a quarter of the school population are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is declining and is a little below the national average. The school admits pupils into its Early Years Foundation Stage, part time from the age of three years. The school holds the Healthy Schools, Inclusion Mark, Artsmark and Activemark awards

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Newby Primary is an outstanding school. It was judged outstanding in its previous inspection and has continued to improve because of the clarity of vision and commitment of leaders and managers at all levels, including governors. They work together to communicate their high ambition for the school to staff, pupils and parents. Central to the school's success is its partnership working with the local community. The community values and trusts the school to do the best for its pupils and families. The school and community work well together to resolve issues. This results in an environment in which all members flourish and feel valued so they can succeed.

The majority of children start the Early Years Foundation Stage speaking little or no English and their skills are well below those expected for their age, particularly in language and social development. They make good progress but by the end of the Reception class they are still well below age-related expectations. The provision in the Nursery and Reception classes does not provide enough opportunities for children to choose their activities and develop the skills required for independent learning. Pupils in Key Stages 1 and 2 make outstanding and accelerating progress as they move through the school so that by the end of Year 6, they attain standards that are in line with the national average in literacy, numeracy, science, and information and communication technology (ICT). These skills and their exceptional personal and social skills prepare them well for the future.

The high regard the school has for community and the celebration of diverse cultures and traditions have enabled pupils to value differences and to recognise similarities. For them there are no cultural barriers, they work and play together, demonstrating consideration and respect for others. They readily take on responsibilities throughout the school and contribute to a very cohesive school community. Pupils' behaviour is exemplary. This creates a very positive and secure atmosphere in school and makes a strong contribution to their learning. Outstanding teaching and the exemplary use of assessment also support learning in Key Stages 1 and 2. Teachers' planning ensures that the needs of all learners are met and pupils know how to improve their work. Lessons are lively and pupils are fully involved in their learning. The curriculum is very well planned and, where necessary, modified to develop basic skills and meet the needs of all pupils. This includes the more able who are now beginning to make exceptional progress in mathematics. Outstanding care, guidance and support ensure that pupils learn in a safe and secure environment, which some pupils describe as a 'haven'.

Value for money is outstanding. The school's continuing contribution to the outstanding progress of pupils, improvement since the last inspection, the accuracy of self-evaluation and proven effectiveness in identifying and rigorously pursuing areas for improvement

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give it outstanding capacity for sustained further improvement.

## What does the school need to do to improve further?

- Increase the opportunities for children in the Early Years Foundation Stage to choose their activities and develop the skills required for confident, independent learning both in and out of doors by:
  - planning for a better balance of activities and learning opportunities
  - developing outdoor provision to ensure that it reflects the indoor provision
  - developing the learning environment to ensure that it provides interesting choices
  - ensuring outdoor activities are suitably located to enable children to access them fully.

## Outcomes for individuals and groups of pupils

**1**

From exceptionally low starting points when children enter the Nursery at the age of three, all groups of pupils make outstanding progress on their learning journey through Key Stages 1 and 2. They attain standards in line with the national average for 11-year-olds by the time they leave the school. This is particularly impressive as the majority of pupils speak English as an additional language and most learn to speak English in school. They make excellent progress in their acquisition of English because they are very well supported by skilled staff and the curriculum is designed to meet their needs. Therefore, they achieve better than their peers nationally. Able pupils benefit from specialist support for a range of experiences. Work with the community to raise the aspirations of older girls is beginning to improve their achievement. Pupils with special educational need and/or disabilities make outstanding progress, as they are quickly identified and provided with the support that they need.

The spiritual, moral, social and cultural development of pupils is outstanding. They benefit from attending a school that has a rich, religious and cultural dimension. They are naturally curious and interested in each other and enjoy the wealth of multicultural displays within the school. Pupils value the opportunity to attend faith assemblies, as the experience enables them to reflect on shared beliefs with others. Pupils know how to stay safe and healthy. They make very healthy food choices and sporting activities are popular with both boys and girls. The pupils are excellent ambassadors in the local community for healthy lifestyles. For example, they talk to families about healthy routines like cleaning teeth and having sufficient sleep. They are also involved in the school allotment and care for the environment. Pupils arrive punctually and the attendance of most is at least average. However, the numbers of pupils taken out of school for extended holidays remains high.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

Assessment is exemplary. Staff have a very secure knowledge of the pupils and what they need to learn in order to make rapid progress. All lessons take account of a range of learning needs, even when pupils are working in ability groups. The majority of lessons are challenging and progress at a brisk pace. A good range of methods are used to motivate and engage pupils. In most lessons, pupils are involved in very well-planned practical activities that develop particular skills that relate well to the subject. In science, for example, pupils were observed closely examining plants with magnifying glasses and forming hypotheses. Good technical language is also developed well through teacher modelling. Questioning skills are well pitched to extend thinking and understanding and to ensure the involvement of all pupils in discussions. Teachers make very good use of the excellent new technologies that are available in school. The teachers' management of behaviour is outstanding. Teaching assistants are very skilful and usually work in a well-developed partnership with the class teacher to ensure excellent support for all pupils. Marking is thorough, enabling pupils to understand what they need to do to improve their work. Homework is used well to reinforce and extend learning.

The outstanding curriculum is tailored to meet the needs of pupils to enable them to achieve. There is a good emphasis on the development of basic and subject specific skills. In addition to numeracy and literacy skills, teachers plan activities that enable pupils to become scientists, writers and mathematicians. There is also an emphasis on

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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the cross-curricular skills of independent learning and thinking skills to move pupils from Level 4 to the higher Level 5. This was seen working very effectively in mathematics. There has been significant improvement in provision for the development of pupils' information and communication technology skills. The curriculum delivers a very successful programme for personal, social, health and citizenship education. There is a very high take-up for extra-curricular activities, particularly sport, music and the arts. This is evidenced in school by the wonderful wood carvings of a Jamaican artist in residence. Residential visits also enrich the curriculum and give pupils the opportunity to develop independence and self-reliance.

The school provides a very welcoming learning environment where pupils feel safe. Relationships are excellent. Staff have a detailed knowledge of pupils and work very closely with families and external agencies to ensure their well-being. Pupils' needs are very carefully identified and their progress is regularly reviewed to ensure individual support is rapidly provided if necessary. The school can point to striking examples of where it has helped individual pupils and groups of pupils overcome significant barriers to their education. Arrangements to improve attendance are excellent and include revising the school holiday pattern and working with the local mosques. This is making a significant contribution to improving attendance figures. Excellent transition arrangements help children settle quickly into Nursery and later into secondary school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The school's leadership and management are highly effective in driving the school forward and effecting continuous, ambitious improvement. At the heart of the school's work is the desire to ensure that pupils have the best education possible. The vision includes an understanding of the importance of working in harmony with parents and the local community. Therefore, communication is excellent with parents and community leaders. Together, they are ensuring the conditions in which pupils can thrive and be proud of their identities. Governors are essential to this process. They use their knowledge of the community to develop useful dialogue and this is reinforced by their excellent knowledge of the work of the school.

School improvement is driven by rigorous and accurate self-evaluation and well considered action planning. No action is taken until it can be demonstrated to be beneficial. All relevant groups are consulted, including pupils where appropriate. The

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headteacher and his team delegate responsibilities very clearly, so that everyone knows their role and can develop skills to ensure they are effective. Governors are very rigorous in their appointment of new staff to ensure that they meet very strict criteria. This accounts for the high quality of teaching. The leadership team and governors are very innovative in their approach to school improvement. This is demonstrated in the governors' Newby Foundation that provides funding for a variety of additional experiences for specific pupils who are identified as being gifted or talented. The school has excellent partnerships with local schools and community groups. This is indicative of the outstanding provision for community cohesion that pervades every aspect of life in school. The school ensures that all pupils have equal opportunities to succeed and that policies and practice to prevent discrimination are rigorously adhered to. Those to promote pupil's health and well-being are updated regularly. All government safeguarding requirements are met.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

**Early Years Foundation Stage**

Children join the Early Years Foundation Stage at the age of three with skills in all areas of learning well below those expected for their age. Good teaching, with a strong emphasis on the development of speaking and listening skills, ensures that children make good progress in all areas by the end of Reception. With the exception of physical development and disposition and attitudes, their attainment is below age- related expectations when they enter Year 1. Attainment is particularly low in communication, language and literacy and emotional development as there are too few opportunities for children in the Early Years Foundation Stage to choose their activities and develop the



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skills required for confident, independent learning, both in and out of doors. However, children enjoy their learning and demonstrate the ability to concentrate on an activity that interests them. Their behaviour is good and they respond well to instructions. The provision is well led and managed. Staff are effectively deployed. They have good knowledge of the children in their care and planning is supported by very good quality assessment information. Nursery nurses and teaching assistants use this information well to support pupils who require additional help. Resources are adequate but the layout and use of the outdoor area is limited. Staff take very good care of children to ensure their health and safety. There are very strong relationships with parents and carers and exemplary transition arrangements help children to settle quickly in nursery. Parents value the quality of the provision and the progress that their children make.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Parents are overwhelmingly positive about the school. Typical comments refer to the very good safety and progress of children in the school and to the strong community that the school supports and develops. Parents say, 'staff at Newby give 101% to the school. They are always friendly, approachable and helpful. Newby is more like a small community that has a fantastic support network for children and their families. It always encourages everyone to do their best in school, whether, it is in class learning or doing fun things'. A very small minority expressed concerns about behaviour, homework, consideration of parents' views, information about progress and what parents can do to help their child. The inspectors could find no evidence to uphold these views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newby Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 300 completed questionnaires by the end of the on-site inspection. In total, there are 514 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	202	67	96	32	1	0	0	0
The school keeps my child safe	206	69	91	30	1	0	0	0
The school informs me about my child's progress	177	59	111	37	7	2	2	1
My child is making enough progress at this school	160	53	131	44	7	2	0	0
The teaching is good at this school	185	62	108	36	2	1	0	0
The school helps me to support my child's learning	150	50	135	45	12	4	1	0
The school helps my child to have a healthy lifestyle	168	56	125	42	5	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	147	49	140	47	5	2	0	0
The school meets my child's particular needs	148	49	146	49	3	1	0	0
The school deals effectively with unacceptable behaviour	173	58	114	38	5	2	0	0
The school takes account of my suggestions and concerns	146	49	134	45	8	3	0	0
The school is led and managed effectively	192	64	96	32	2	1	0	0
Overall, I am happy with my child's experience at this school	198	66	96	32	2	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



1 October 2009

Dear Pupils

Inspection of Newby Primary School, Bradford, BD5 7DQ

Inspection of Newby Primary School, Bradford, BD5 7DQ

I would like to thank you for making my colleagues and me so welcome when we came to inspect your school. You were all very helpful and polite and displayed a lot of enthusiasm for your work. In particular, I must thank the pupils who gave up some of their time to talk with us about their work.

Newby Primary is an outstanding school. You really enjoy school. As you are enthusiastic about your learning and your teachers are excellent, you make outstanding progress. You know how to improve your work. Most of you attend school regularly and you try very hard to be punctual. Your behaviour is excellent and you are all very kind and considerate to each other. You are very proud of your school and value the opportunities that you have to work with visitors and pupils who come from many different parts of the world. I was very interested to hear about the links that you have with the Montessori school in Islamabad. You all enjoy taking responsibilities in school and many of you are involved in improving policies and plans for your school through your school council.

One of the reasons for my visit was to see how your school can improve. I think that, although children in the Nursery and Reception classes make good progress, they could make even more progress if they had more opportunities to choose activities that interest them. Therefore, I have asked your school leaders to:

- provide more opportunities for children in the Nursery and Reception classes to choose their own activities and have more access to outdoor play so that they can develop confidence and independence.

I wish you every success for the future

Yours sincerely

Carmen Markham

Lead inspector

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