

# Newport Primary School

## Inspection report

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<b>Unique Reference Number</b>	111580
<b>Local Authority</b>	Middlesbrough
<b>Inspection number</b>	337700
<b>Inspection dates</b>	30 November –1 December 2009
<b>Reporting inspector</b>	Margaret Shepherd

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>	244
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Michael Plant
<b>Headteacher</b>	Mrs Julie Sutton
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	St Paul's Road Middlesbrough North Yorkshire TS1 5NQ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons, all the daily group phonics sessions, small groups and individuals receiving specialist support and two assemblies. They held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school improvement plans, policies and procedures documentation, tracking systems, pupils' work and parental questionnaires.

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

- the rates of progress of the different groups of pupils in the school
- the effectiveness of the school's strategies in using the wide cultural diversity of pupils to extend community cohesion
- the impact of the senior leadership team on improving provision
- the quality of the new Early Years Foundation Stage and its impact on children's progress.

## Information about the school

The school's catchment area has changed considerably since the previous inspection. Forty-eight per cent of pupils come from ethnic minority groups. Currently there are 19 different nationalities. These include Czech, Polish, Lithuanian, Black African, Arabic, Chinese and Thai. Families include asylum seekers and refugees. The proportion of pupils who speak English as an additional language is well above average as is the proportion at an early stage of learning English. The proportion of pupils joining or leaving the school at times other than the usual is much higher than average. The majority of the pupils are eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is broadly average. There is a much larger proportion of looked after pupils in the school than usual.

There have been several key changes in staffing over the past three years, with a new headteacher and senior leadership team. During the inspection there were several members of staff on long term absence. The school's Early Years Foundation Stage is in a new purpose built unit with a new team of staff and comprises of Nursery and Reception classes.

**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?**

**3**

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

**3**

## Main findings

This is a satisfactory school with strengths in the care and support it gives pupils, particularly those with English as an additional language. The school has had a challenging time since the previous inspection, which has resulted in the slowing of progress throughout the school. The senior leadership team have responded well to the many changes and this is having a positive impact on improving provision. The leaders have a good understanding of the school's strengths and weaknesses and this is ensuring that there is a satisfactory capacity for sustaining the current levels of improvement. Pupils' progress is satisfactory. Children enter the school at levels that are much lower than expected. By the time they leave the school, standards remain much lower than average, with mathematics and science higher than English. The very high numbers of pupils coming into the school or leaving it during the school year has a negative impact on the standards overall.

The emphasis on making pupils who are at an early stage of English language acquisition welcome, assessing their individual needs, planning individual programmes of work, identifying external sources of expertise to provide specific support and the school's commitment to inclusion, all mean that these new pupils make good progress. The programmes of work and additional support for pupils with special educational needs and/or disabilities and looked after pupils ensure that they make satisfactory progress. Whilst teaching and the curriculum are satisfactory, they are weaker in providing challenge for the more-able pupils, resulting in slower rates of progress than other groups of pupils. The introduction of the daily phonics session is working well, with pupils benefiting from being taught in smaller groups. The school is working to enrich the curriculum, but the role of the middle managers is not having enough impact in this development. The good quality leadership and management of the new Early Years Foundation Stage have resulted in a good start to the new unit's organisation, but the inconsistency on teaching is reducing its impact on children's progress. The children have good opportunities to lead their own learning and this aspect of the provision works well, but some aspects of the curriculum do not match children's needs closely enough.

The school uses its rich cultural diversity well to promote community cohesion. Pupils work together in racial harmony and behave well in lessons and around the school. They are proud to be members of the school council, the friendship council and the Eco group and understand their responsibilities well. The school's emphasis on safeguarding pupils ensures that pupils feel safe. They appreciate what the school has to offer and their attendance is higher than that of similar schools.

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

- Increase the progress of more-able pupils by:
  - raising teachers' expectations of these pupils
  - providing a higher level of challenge in whole class discussions and in group tasks
  - providing a curriculum that consistently matches the higher levels of the National Curriculum.
- Provide a more stimulating curriculum by:
  - extending the role of middle managers in developing their subjects
  - linking the newly implemented curriculum more closely to the development of skills, particularly literacy and numeracy.
- Make the teaching and curriculum in the Early Years Foundation Stage more consistent by:
  - using questions more effectively and responding more closely to children's contributions
  - providing an appropriate curriculum at the right level for Nursery aged children to develop their problem solving, reasoning and numeracy skills
  - extending the outdoor learning to match the range of activities indoors.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

Pupils' achievement is satisfactory. In the best lessons, pupils enjoy responding to teachers' questions and try hard to improve their work. In some lessons they lose concentration because teachers do not make the learning interesting enough. Pupils with English as an additional language make good progress because their work closely matches their needs and they gain confidence in gaining the language skills that allows them to express themselves. Pupils with special educational needs make satisfactory progress in lessons, but their progress accelerates when adults give them additional support in small groups or as individuals because they receive great encouragement to develop basic skills. More-able pupils understand what they need to do to improve, but because their work often lacks enough challenge, they are not consistently reaching the higher levels of work in lessons.

Girls and boys from different ethnic groups work and play harmoniously together. They enjoy assemblies, are confident in answering questions in front of the rest of the school and show good spiritual development during reflection time. They move round the school sensibly and they show consideration for each other and respect for adults. They say that they feel safe and enjoy taking responsibilities, such as taking charge of

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equipment or being a member of the different councils. Pupils have a good understanding of different cultures and religions because they can talk to their friends about their different family lives in the safe environment of the school. They have a good understanding of keeping healthy, particularly when they are involved in projects such as the Middlesbrough Football Club healthy living programme. They are not as good in carrying out this knowledge on a daily basis. Their preparation for their future lives is satisfactory in terms of basic skills, but their understanding of the workplace is good through projects, such as working with local businesses to improve the facilities in the school grounds.

*These are the grades for pupils' outcomes*

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

### How effective is the provision?

Teachers manage behaviour well and create a calm context for learning. They use the interactive whiteboards effectively to stimulate pupils' interests and to identify key features in the new learning. The use of group targets works well and pupils remind each other how to improve their work, but teachers do not refer to targets enough in lessons or reinforce them when marking pupils' work. In the best lessons, teachers work

<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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at a fast pace, use a range of contrasting activities, check on pupils' responses through the use of individual whiteboards and then give feedback skilfully. These features are not evident in the weaker lessons. Teaching assistants work sensitively to target individual pupil's different needs.

A positive feature of the curriculum is the effective organisation of specialist support in reading, writing and mathematics for individuals or small groups who are at an early stage of learning English or who have just joined the school. The school is in the early stages in providing a creative curriculum with an emphasis on skills rather than content and in creating links between literacy and numeracy skills and other subjects. Care, guidance and support are strengths of the school. All staff work together well to support vulnerable pupils and to help them settle down into their new school as well as helping pupils who are in a new country to feel at home. There is a good commitment to supporting families. Strong partnerships with external support agencies help the school to find adults to translate for families who are a new ethnic group to the school as well as staff who speak in the new languages.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher has a clear vision of the importance of raising standards whilst sustaining the school's commitment to welcoming new pupils and creating a harmonious multi-cultural school community. She works in close partnership with the deputy headteacher and they both play an important role in monitoring and developing teaching and learning. The senior leadership team is new. Members are learning to handle their new responsibilities and are enthusiastic about driving improvement. The middle management team do not play an active enough role in promoting or monitoring their subject areas across the school. The school has good quality tracking data, analyses different groups of pupils' progress well and ensures that each teacher is accountable for their pupils' progress. The school's safeguarding procedures are good and meet statutory requirements. Governance is satisfactory. Governors have a good understanding of the community and are keen to develop their newly organised monitoring roles.

*These are the grades for leadership and management*

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

Good leadership and management of the Early Years Foundation Stage are ensuring that the new unit is based on the key principles of good Early Years practice. There is a good balance in the organisation of the different types of activities through the day and staff move smoothly between supporting children in free choice to working in small groups. Progress is satisfactory in all areas of learning and good in personal, social and emotional development. Children across all ethnic groups are learning to play well together and are gaining confidence in making choices and developing independence. Younger children greatly benefit from older children working alongside them. The quality of the teaching varies. Although some staff use questions skilfully and support individual children effectively to take their learning forward, this is not consistent across the teaching team. There is a good balance of activities covering the six areas of learning, but these do not always match the children's level of development closely enough, particularly in problem solving, reasoning and numeracy for the Nursery children. Although the outdoor area has some interesting activities, it is not as stimulating or as wide ranging as the indoor provision. The assessment systems are well organised with efficient recording systems that provide a valuable means of communicating children's progress to their parents.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Several parents expressed very positive views about the school. They appreciate the way the school works with parents, and say that their children enjoy coming to school, that the headteacher is leading the school well and that the staff are always available to talk to them about any concerns. A typical comment was 'I wholeheartedly support the school and the staff led by the head and her deputy.' The inspectors agree with these comments. There were very few concerns raised and no issue was raised by more than one parent.

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

Ofsted invited all the registered parents and carers of pupils registered at Newport 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 inspector received 40 completed questionnaires by the end of the on-site inspection. In total, there are 244 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	69	10	28	0	0	1	3
The school keeps my child safe	22	61	12	33	1	3	1	3
The school informs me about my child's progress	21	58	13	36	2	6	0	0
My child is making enough progress at this school	16	44	17	47	3	8	0	0
The teaching is good at this school	22	61	12	33	1	3	0	0
The school helps me to support my child's learning	21	58	14	39	0	0	0	0
The school helps my child to have a healthy lifestyle	23	64	10	28	1	3	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)	17	47	15	42	0	0	0	0
The school meets my child's particular needs	17	47	17	47	1	3	0	0
The school deals effectively with unacceptable behaviour	20	56	12	33	1	3	1	3
The school takes account of my suggestions and concerns	14	39	19	53	0	0	1	3
The school is led and managed effectively	20	56	12	33	0	0	1	3
Overall, I am happy with my child's experience at this school	24	67	10	28	1	3	1	3

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.**



2 December 2009

Dear Pupils

Inspection of Newport Primary School, Middlesbrough, TS1 5NQ

Thank you very much for the warm welcome that you gave us when we came to inspect your school. We really enjoyed talking to you all, particularly the different councils.

You go to a satisfactory school. Your headteacher and governors and staff work hard to keep you safe. One of the best things about your school is the way that you all work and play together. You really appreciate that it doesn't matter what different ethnic group or different country you come from, that everyone has something to offer and to share. Your behaviour is good both in the classrooms and around the school and you are very polite to adults. We think that your different councils are doing a good job in making your school a better place. Those of you who speak English as an additional language make good progress in learning to read and write. The more-able pupils don't always make such good progress and we have asked your school to make your work more challenging. You can do your best to work hard even when the work is more difficult. We enjoyed going round your phonic sessions and the organisation for this learning is helping you with your reading. We think that some of the other subjects of the curriculum aren't helping you to develop basic skills or get better at literacy and numeracy. We think that the teachers in charge of those subjects could do more to help the school improve this.

The new Nursery and Reception unit has made a good start to improve the children's learning. We have asked some of the staff to use their questions better, to make sure that Nursery children have more suitable activities to develop their problem solving, reasoning and number skills to make the outdoor area better. You can help by asking more questions and telling your teachers what you are thinking about.

We wish you every success in your future.

Yours sincerely,

Maggi Shepherd

Lead inspector

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