

North Newton Community Primary School

Inspection report

Unique Reference Number	123689
Local Authority	Somerset
Inspection number	340399
Inspection dates	26–27 May 2010
Reporting inspector	Graeme Bassett

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 of pupils on the school roll	80
Appropriate authority	The governing body
Chair	Sarah Cook
Headteacher	D P Gliddon
Date of previous school inspection	3 July 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons and observed all four teachers teaching. Inspectors held meetings with the headteacher, subject leaders, teachers, other staff, governors, groups of pupils and some parents and carers. They looked at pupils' work, teachers' planning and assessment files, school statutory policies and the school's improvement plan. Added to this, inspectors scrutinised curricular planning documents, pupils' tracking records and class assessment records, evaluations of teaching carried out by the school and the minutes of governors' meetings. Observations were made of pupils in lessons, on the playground/playing field and at lunchtime. The team also analysed questionnaires, including 41 returned from parents and carers, 46 from pupils and nine from staff

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

- the evaluation of the standards of attainment and progress made by pupils, especially those who are higher attaining pupils
- the effectiveness of management in promoting the rise of attainment for pupils over the past three years and how effectively this strategy is being continued now to continue to raise attainment, particularly in mathematics
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Information about the school

North Newton Primary School is a small primary school serving the local village and some other villages, and some pupils come from parts of Taunton and Bridgwater. Pupils are taught in three mixed-aged classes. Only Reception age children are included in the Early Years Foundation Stage. Pupils in Years 2, 3 and some of Year 4 are taught in a separate temporary classroom adjacent to the main building. The grounds include raised beds so that pupils can grow plants. Across the road the school has a playing field.

Most pupils are of White British heritage. The proportion eligible for free school meals is very low. The proportion of pupils with special educational needs and/or disabilities is broadly average and three children have statements of special needs. Their needs mostly link to specific and moderate learning difficulties and emotional and social difficulties.

There is a privately run breakfast club on site which is attended by a few children from the school. As it is not managed by the governing body it was not inspected.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has some outstanding features. It is held in high regard in the local community and with parents and carers. There is an excellent and very purposeful atmosphere within the school. Care, guidance and support given to all pupils, especially those with disabilities, are outstanding and as a result, each pupil is valued highly as an individual.

The headteacher is committed to pursuing the very best for the pupils to bring about effective improvements. With good leadership and management, the school has improved markedly since the last inspection. Concerted actions by the headteacher, governors and staff have successfully pursued the improvements identified at the last inspection. As a result, the school's capacity for sustained improvement in the future is good.

Teaching is consistently good and sometimes excellent. Teachers' high expectations are now firmly established and ensure that pupils' achievement continues to be good. Currently, pupils' attainment in Year 6 is above average in English, mathematics and science and they make good progress from their time of entry to the school. The proportion of pupils exceeding the expected level for their age is above average. The quality of pupils' work improves as they move through the school, especially by the end of Year 6, in all subjects.

Rigorous monitoring and an accurate evaluation of the work of the school provide a good basis for determining the priorities identified in the development plan that drives the school forward to achieve further objectives. Currently the school's self-evaluation accurately identifies the correct areas for improvement. The inspection evidence shows that whole-school assessment tracking records are developing well and used very effectively to identify those pupils who are stuck and need additional support to move them on. However, teachers do not always make sufficient use of the day-to-day assessments to set precise targets that would enable pupils to understand exactly what they need to do next to improve. The curriculum is good and, the links across subjects are being developed effectively to help pupils see how different aspects of their learning fit together. It is clear that the use of visits, such as that to York, and special interest weeks form a basis for this development

The vast majority of pupils have an outstanding knowledge of what is right and wrong. Their attendance is excellent and their contribution to the school and wider community is outstanding. Pupils' behaviour is excellent and this has a strong impact upon the good learning and the very positive ethos in the school. The extent to which they feel safe is also outstanding. They have an excellent understanding of how to remain healthy.

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However, their multicultural awareness of the customs and traditions of other people in the world and our diverse society is not yet fully developed.

What does the school need to do to improve further?

- Ensure that teachers use the assessment records to ensure that pupils know and understand the precise targets that show them what they need to learn next to improve.
- Ensure that pupils are better prepared for living in a multi-faith and culturally diverse society by developing stronger links both nationally and internationally.

Outcomes for individuals and groups of pupils**2**

Pupils' learning, achievement and progress are good, ensuring that they have good basic skills in English, mathematics and science for the future. There is no significant difference between the progress and attainment of boys and girls overall. The pupils with special educational needs and/or disabilities make good progress because of the dedicated support and guidance they receive and their attainment is close to that expected for their ages

Inspectors' own observations in the classrooms and scrutiny of pupils' work confirm that the rate of pupils' progress continues to accelerate effectively. They successfully transfer the standard of written work seen in their English books to other subjects such as history and religious education. Pupils worked with enthusiasm and skill with information and communication technology (ICT), editing photos, video clips and text very competently to create a diary of their residential visit.

Pupils' spiritual, moral, social and cultural awareness is good overall. The pupils' involvement in the creative arts of music, drama and art is good and plays a vital role in their overall development. It is particularly noticeable that pupils are developing good skills on a wide variety of musical instruments. They enjoy coming to school and have excellent social skills. They are very polite, considerate towards everyone else and appreciate the talents and skills of each other. They take on responsibilities willingly and realise that their views are taken seriously by the school. For instance, one pupil presented the school council's annual report to the full governing body meeting. Pupils are extremely well aware that they must eat healthily and take regular exercise, and this is reflected in the Healthy School and Activemark awards.

These are the grades for pupils' outcomes

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

How effective is the provision?

The staff have outstanding relationships with pupils and they show exceptional concern about each pupil's welfare and happiness. Pupils say, 'Staff do a good job and care about us.' All pupils are involved in all that the school does and often additional help is given to ensure full involvement in visits and clubs. The frequent discussions that teachers have about each pupil's progress are a strong feature of the support given to all pupils. Pupils with special educational needs are supported excellently to ensure that their learning is productive and that they do as well as they can. Vulnerable children are given outstanding guidance and support.

In lessons the planning of tasks is consistently good and modified effectively and meets the needs of the different groups of pupils. The curriculum is being successfully developed, with subjects such as English, ICT and history being linked together to make learning more meaningful. The pace of work is brisk and teachers encourage pupils to talk about their work, develop their ideas and explain their thinking in preparation for written tasks. Teachers actively involve pupils in assessing how easy or difficult they have found the work. Teachers mark pupils' work regularly and the written comments are effective in showing pupils how they can correct a mistake. Most pupils know their big targets such as the need to learn their tables. However, teachers do not always set precise enough targets to enable pupils within each ability group to understand exactly what small steps they need to take next in order to improve.

Good use is made of visits and visitors to augment the learning in history and geography. Pupils were observed playing Tudor games and exploring the difference between their games of today and those played with hoops and cards in Tudor times.

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Residential visits are well planned to enhance pupils' understanding of the wider world and to raise their awareness of people and other areas of our diverse country. This is particularly evident in the visits pupils make to York and Bristol, which the school uses to promote a greater awareness of city life.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher, with the good support of the governing body, provides exceptionally good leadership and management. He sets challenging targets to drive this school forward. The ambitions for the future are shared comprehensively with the wider school community, resulting in clear priorities for development which are embedded well to raise attainment and help accelerate pupils' progress.

Subject leaders and the coordinator for special educational needs and/or disabilities have a good understanding of what they need to do to improve pupils' attainment and regularly devise actions to help pupils who might be experiencing difficulties. Consequently, leaders at all levels are also having a marked impact on pupils' work and bringing about a rise in achievement

The governors are fully aware of the strengths and weaknesses in the school and make an effective contribution to the setting of priorities in the school development plan and in the prudent monitoring of the budget. The school promotes outstanding equality of opportunity while tackling discrimination. The governors ensure that the school's safeguarding is rigorous and procedures are excellent. All statutory requirements, including child protection and risk assessment, are reviewed regularly and approved.

The school works conscientiously to build good community cohesion, especially through strong links between pupils, parents and carers the local neighbourhood. The wide range of out-of-lesson activities, including local and residential visits, provides valuable opportunities to raise pupils' cultural awareness.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

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	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children's skills on entry to the Reception class are broadly as expected for their age but there are some weaknesses in their writing and calculation skills and in their knowledge of linking sounds and letters.

Reception children work alongside the pupils in Year 1. Within the classroom and in the well-resourced outdoor area, they have many opportunities to follow their own investigations and their progress is good. Leadership and management are good, with well-planned tasks and assessment records maintained extremely well to plot each child's progress. The six areas of learning are particularly well developed, especially because the teaching is good and sometimes outstanding. Adults question children very sensitively to promote children's thinking. The teacher asks challenging questions that advance children's skills effectively. Children who were observed building a bridge negotiated with each other to allow a train to pass underneath. Throughout this task it was very evident that their social and emotional development is outstanding. Provision for children's welfare, especially for those with special educational needs and/or disabilities, is good. Attainment in the Reception class is currently broadly in line with expected levels for their age. Their skills in writing, linking sounds and letters, as well as in calculation, have improved markedly and because of this good progress, most reach the goals expected for this age group by the time they enter Year 1

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

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Views of parents and carers

The proportion of parents and carers returning the questionnaire was good. Almost all who replied to the questionnaire and spoke to inspectors expressed their full support for the school. The majority of parents and carers say they are proud of the school. Very few expressed concerns. Several parents and carers commented that the school has a family feel and that staff promoted diverse and interesting activities. Four parents expressed a concern that their child was not making the progress they expected and that the school did not inform them of their children's progress. Inspection evidence shows that in nearly all instances, home–school support and communication are outstanding and that all teachers are available to talk to all parents and carers about problems and involve them in their children's education. It was also found that the pupils by the end of Year 6 are making good progress and this is now better than in past years.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at North Newton 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 41 completed questionnaires by the end of the on-site inspection. In total, there are 80 pupils registered at the school

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	63	15	37	0	0	0	0
The school keeps my child safe	28	68	13	32	0	0	0	0
The school informs me about my child's progress	17	41	18	44	4	10	0	0
My child is making enough progress at this school	18	44	19	46	4	10	0	0
The teaching is good at this school	18	44	22	54	0	0	0	0
The school helps me to support my child's learning	13	32	25	61	2	5	0	0
The school helps my child to have a healthy lifestyle	19	46	22	54	0	0	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	41	21	51	0	0	0	0
The school meets my child's particular needs	17	41	23	56	0	0	0	0
The school deals effectively with unacceptable behaviour	15	37	22	54	1	2	0	0
The school takes account of my suggestions and concerns	12	29	26	63	2	5	1	2
The school is led and managed effectively	15	37	24	59	2	5	0	0
Overall, I am happy with my child's experience at this school	20	49	19	46	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



28 May 2010

Dear Pupils

Inspection of North Newton Primary School, Bridgwater TA7 0BG

Thank you for helping us when we visited your school recently. We enjoyed meeting you and finding out about your school. We found that North Newton School provides you with a good education. Thank you for telling us your very positive views when you completed the questionnaire. It helped us to get a good picture of your school. Well done!

These are the things that we judged to be good in your school.

- Your headteacher provides exceptionally good leadership and management.
- The teachers and other staff in your school work well as a team and support your headteacher well
- Teaching is good and your teachers encourage you to answer questions. Because of this, you make good progress and your work is improving.
- The adults provide outstanding care, guidance and support, especially for those of you who find work difficult at times and those with special educational needs and/or disabilities. As a result, you are all developing very positive attitudes towards your work and towards each other.
- You have an excellent understanding of how to remain healthy and how to keep safe
- You are very polite and your excellent behaviour helps you to create a positive family feeling around the school.
- Your attendance is excellent
- You make an outstanding contribution to your school community and the local neighbourhood
- It was exciting to see how well you are developing your skills in music and information and communication technology

There are still some ways in which your school could be better. We have asked your headteacher and governors to:

- ensure that your teachers use what they record about your progress to set you precise targets that show you what you need to learn next to improve
- help you to be more aware of the customs and traditions of other people by

ensuring that the school develops stronger community links across this country and in other countries throughout the world.

Once again, thank you for your help. You can help further by asking your teachers how you can make your work better.

Yours sincerely

Graeme Bassett (Lead inspector)

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