

Newbrough Church of England Primary School

Fourstones, Hexham, Northumberland, NE47 5AQ

Inspection dates 3–4 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school benefits from strong leadership by the headteacher who is well supported by the senior teacher. Together they have guided the school through its first year as a primary school.
- Pupils behave well. They are polite and courteous and speak to visitors with confidence. They are keen to learn and come to school regularly. Attendance is above average.
- Teaching across the school is good and some is outstanding. Teachers plan learning activities that capture pupils' interest and help them to make good progress.
- Pupils are certain that they are very safe and parents agree that the school is a safe and secure environment.
- Pupils make good progress and standards at the end of Year 2 are above average in reading and mathematics.
- Senior leaders monitor teaching and learning closely and standards have improved as a result. Governors regularly check pupils' progress and they challenge school leaders to secure the best outcomes for them.
- Provision in the early years is good. Teachers are creative and skilful in planning activities that ensure that children make good progress.
- Governors know the school very well and have an accurate understanding of its strengths and where they would like to see improvements. They ensure that pupils are prepared well for life in modern Britain through what the pupils learn and do while they are at school.

It is not yet an outstanding school because

- Progress in writing is not as good as it is in reading and mathematics because teachers do not always insist on the same high standards of writing in other subjects as they do in literacy work.
- The school's marking and feedback policy is not always implemented well.
- Pupils do not make as much progress in Key Stage 1 as they do in early years and in Key Stage 2 because there is an inconsistency in the expectations and understanding of what pupils can achieve.
- Middle leaders do not have enough opportunities to monitor what is happening in their subjects.

Information about this inspection

- The inspector observed teaching and learning in all classes. One observation was conducted jointly with the headteacher. The inspector also observed pupils' conduct at breaks and lunchtimes and attended the daily worship.
- The inspector listened to pupils in Years 2 and 4 read and observed the teaching of phonics (the sounds letters make).
- Discussions were held with pupils in Year 4, parents, governors and a representative of the local authority. The inspector also met with leaders within the school, including the leader of early years, the special educational needs coordinator and leaders of literacy, numeracy and information and communication technology (ICT).
- The inspector took account of the 10 responses to the on-line questionnaire (Parent View). He also considered the school's own survey of parents' views and the 15 questionnaires completed by staff.
- The inspector examined a wide range of documents, including pupils' workbooks, information about pupil progress, information about the monitoring of teaching and learning, the school's development plan and views of its own performance. He also examined records of governors' visits to the school, records of attendance and behaviour and documents relating to safeguarding and child protection.

Inspection team

Peter Eves, Lead inspector

Additional Inspector

Full report

Information about this school

- The school was originally a first school and changed to a primary school in September 2014. There are currently no pupils in Years 5 and 6. The headteacher is also the headteacher of a nearby first school.
- This is a much smaller than average-sized primary school.
- The proportion of pupils who are disabled or have special educational needs is above average.
- The proportion of disadvantaged pupils supported by the pupil premium is much lower than average. (The pupil premium is additional government funding to support those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.)
- The majority of pupils are White British and no children speak English as an additional language.
- Children attend the Nursery class on a part-time basis and the Reception class on a full-time basis.
- There has been a period of staffing turbulence in the last two years with several changes, particularly in Key Stage 1.
- Because there were no pupils in Year 6 in the last academic year, the government's current floor standards do not apply. These are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Strengthen leadership further by giving middle leaders greater opportunities to monitor what is happening in their subjects.
- Improve teaching further and so continue to raise attainment, especially in writing and in Key Stage 1 by:
 - ensuring that all teachers insist on the same high standards of accuracy in pupils' writing in all subjects
 - making sure that the school's marking and feedback policy is implemented equally well across the school
 - making sure that expectations and understanding of what pupils can achieve are equally high in all areas of the school.

Inspection judgements

The leadership and management are good

- The very effective headteacher leads the school well. She is ably supported by an equally committed senior leader and with the support of the staff and the governors, has guided the school in its change from a first school to becoming a primary school. She has also ensured that a significant change in staffing in the recent past has not hindered the achievement of pupils.
- The headteacher sets high expectations for the quality of teaching and achievement. These expectations are shared by staff and governors and they underpin the good improvement in teaching and learning since the school became a primary school.
- Pupils are assessed regularly and their progress is closely checked against targets each half term. Staff discuss each child's progress and arrange effective support for those who are falling behind.
- Leaders have an accurate view of the school's strengths and areas for development. The school's view of how well it is doing is detailed and accurate and helps leaders to identify key priorities which lead to effective plans for development.
- The headteacher and senior teacher are focused on improvement. They closely check on the quality of teaching each term. They take prompt action to provide additional support when it is needed and teachers benefit from being able to learn from different approaches to teaching in nearby schools.
- The new National Curriculum has been adapted creatively so it enables pupils to study a wide range of topics. The opportunity to take part in different sports such as gymnastics and skipping provides pupils with memorable experiences. Educational visits and residential trips support classroom learning. Assemblies are used effectively to promote tolerance and respect for individuals from all walks of life and prepare pupils well for life in modern Britain.
- Teachers' performance is well managed and all staff have clear targets for all aspects of their work. Their progress is measured against these targets to ensure improvements in teaching and learning and there are clear links between performance in relation to pupils' achievement, promotion and salary increases.
- Middle leaders are relatively new to their roles and play a part in creating plans for improvements in their subjects. They are ready and eager to play a greater role in monitoring what is happening in their areas of responsibility and have the capacity to sustain improvements, but do not yet have the time or the opportunities to do so.
- Good support from the local authority played an important part in the smooth transition from first to primary school.
- Primary sport funding has meant that the quality of physical education teaching has improved because teachers benefit from expert coaching and opportunities to observe specialists at work. Pupils benefit from an increased number of competitions and opportunities to participate in a wider variety of sports, including skipping and adventurous activities.
- Equality of opportunity is promoted well, good relations are encouraged and the school is free from discrimination or bullying.
- Leaders ensure that all safeguarding and child protection policies and practices meet current requirements.
- **The governance of the school:**
 - The governing body carries out its duties effectively. Governors are highly skilled and bring a range of professional experiences to their role. Where there are gaps, they are strategic in recruiting new governors and seek appropriate training, for example in making best use of the wealth of available data about pupil achievement.
 - Governors are well informed and have a strategic plan for the school. They are committed to ensuring high standards in teaching and learning and raising achievement for pupils. Their regular visits to the school, together with detailed reports from leaders means that they have a good understanding of the school's strengths and areas for development.
 - The school's finances are managed effectively. The governing body appraises the headteacher's effectiveness against agreed targets and checks that staff performance management is conducted properly. Governors link teachers' pay progression to the effectiveness of teaching and pupil achievement and ensure that teachers receive financial reward only if their pupils reach their achievement targets. The pupil premium is used wisely and governors are aware of the impact it has on the achievement of those pupils who are eligible for support. Governors also ensure that the sport funding is managed prudently to enhance the physical well-being of the pupils.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. Pupils are unfailingly polite, courteous and confident. They are happy to talk to visitors about their work and their school. They say that they are proud to be members of what they say is 'like one big family.'
- Attitudes to learning are good. Pupils are enthusiastic and demonstrate a love of learning. Pupils regularly become so absorbed in their work that they give up their break time to continue with their studies.
- Pupils enjoy coming to school and show a willingness to concentrate, work hard and persevere when work is challenging. They collaborate well when asked to work together in pairs or small groups and by the time they reach Year 4 have developed impressive independence in their work.
- Pupils develop leadership skills through opportunities to sit on the pupil council, act as playground buddies and worship assistants. They carry out their duties conscientiously and with enthusiasm. Older pupils care for and care about younger pupils and make good role models to which these pupils can aspire.
- There is a well-understood behaviour management system which pupils have played a part in creating. Behaviour has improved and so the more serious steps are rarely used. Pupils share the same high expectations for good behaviour as the adults and are disappointed when any behaviour falls short of these standards. There is, however, a very small number of pupils who can be silly at times.
- Attendance is above average. The school has worked hard to make sure that everyone understands the importance of regular attendance and its links with progress. Punctuality is also very good.

Safety

- The school's work to keep pupils safe and secure is good. The school is safe and secure. There are effective procedures in place to check and monitor visitors to the school and there are well-considered arrangements for the start and end of the school day.
- Pupils have a very good understanding of the risks associated with using the internet and being near to rivers and railway lines and they understand how to keep themselves safe.
- Pupils have a good understanding of what bullying is and the different forms it can take, including cyber-bullying. However, they are adamant that bullying does not occur in their school. They are also certain that if any occurred, it would be dealt with swiftly.

The quality of teaching is good

- Teachers are enthusiastic and this rubs off on pupils. They possess good subject knowledge and plan imaginative and engaging learning activities which pupils respond to with enthusiasm. This helps them to make good progress.
- A range of outdoor experiences and partnerships with the local secondary school consolidate and extend classroom learning. A recent project where pupils worked with fine art and health and social care sixth form students and an artist produced some very impressive artwork.
- There are good relationships between adults and pupils who treat each other with mutual respect and this results in a calm and ordered school where learning can proceed without interruption. When asked what their teachers were like, one pupil said, '10 out of 10' and another said, 'They are like the Good Shepherd in the parable'.
- Teaching assistants are knowledgeable and skilled in supporting individuals and small groups of pupils both in and out of classrooms. They work well with teachers to make good use of information about pupil progress to provide timely and accurate help where it is needed.
- Questioning is used skilfully to check on pupils' understanding and assess their progress in lessons. Questions challenge pupils to think and they foster good speaking and listening skills.
- The mixed-age classes are managed effectively and activities generally promote progress. Occasionally, however, and particularly in Key Stage 1, the understanding and expectations of what pupils can achieve are not high enough and, as a result, the progress for some pupils, while good, is slower than it is in early years and Key Stage 2.
- Reading is taught to a very good standard. Pupils are encouraged to read at home and are given ample opportunities to read in school; they make good use of the school library. Older pupils talk enthusiastically about their favourite authors, such as Roald Dahl and Enid Blyton.

- The teaching of mathematics is effective and teachers plan learning that builds on sound foundations. Pupils say that they enjoy mathematics and in a Year 3 and 4 class where pupils had to think hard in order to work out the code to unlock a number grid, one pupil said, 'This is really hard but I love it.'
- The teaching of writing is less effective in Key Stages 1 and 2. When they write in literacy lessons, pupils write at some length and with increasing accuracy in spelling, punctuation and grammar. However, when writing in other subjects, pupils' writing is often shorter and not of the same high quality because the same high standards are not always expected.
- Marking is regular. However, the use and implementation of the school's marking and feedback policy are not consistent. Pupils do not always receive prompts to help them improve their work and their response to any comments is not always checked.

The achievement of pupils is good

- Although cohorts are very small, children start in the Nursery with skills and abilities that are typical for children of their age. They make good progress so that they reach a good level of development and are well prepared for entry to Year 1.
- In Year 1, pupils apply their phonic knowledge to their reading and writing accurately. Pupils demonstrate good confidence, knowledge and skill in their reading. This is reflected in the proportion of pupils who met the required standard in the 2014 national phonics screening check.
- In 2014, Year 2 pupils attained above average standards in reading and mathematics. Attainment in writing was average. The school is tackling this and inspection evidence indicates that attainment in writing is improving and that the gap between standards in writing and those in mathematics and reading is closing.
- Currently there are no pupils in Year 6. However, the school's information shows that pupils in Year 4 are securely on track to reach above average standards in reading and mathematics and slightly above average in writing. The proportion of pupils in Year 4 who are making more progress than is expected of them in English and mathematics is high. In Year 2 in 2014 there were too few pupils eligible for pupil premium funding to report on their attainment without identifying individuals. The additional funding is used well to support eligible individuals throughout the school. As a result, the progress of disadvantaged pupils in reading, writing and mathematics is similar to that of their classmates.
- Disabled pupils and those who have special educational needs make very good progress, often from very low starting points. This is because their needs are identified accurately by experienced and skilled staff who use their knowledge to plan and deliver effective support.
- The most-able pupils make good progress and some make outstanding progress. They are challenged well, particularly in Key Stage 2 and current information indicates that a number of pupils in Year 4 are securely on track to attain high standards when they reach Year 6.

The early years provision is good

- The early years provision is led very well by an experienced and effective leader who has forged a committed and dedicated team. She makes sure that every child is known and cared for as an individual and she is always looking for what the team can do to make the provision even better.
- Children of all abilities make good and sometimes very good progress because of the good provision, including teaching, that they receive. Learning is well planned and flexible to meet the needs and interests of the children. During the inspection, adults made sure that children were able to take full advantage of the overnight snowfall and much enjoyment was had by all.
- Cohorts are sometimes very small, which makes comparisons difficult, but children generally start the Nursery Year with the skills and abilities that are typical of children of their age. They make good progress and reach a good level of development by the end of the Reception Year. A very small number join well below average and with special educational needs. These children make very good progress from their starting points because of the high standard of care and support they receive.
- Teaching is consistently good and on occasions outstanding. Adults know each child very well and they continuously assess each child's progress informally so that they can plan activities to ensure that they make progress. Good use is made of the inside and outside learning areas to create stimulating activities that appeal to children's imagination and curiosity. Children are encouraged to explore and develop their communication and social skills. They behave well.
- Behaviour is good. Children develop a good understanding of right and wrong. They are keen to please

and the open nature of the provision means that younger children learn the routines from older children and settle in quickly.

- Safety is always at the forefront and adults make sure that children are safe at all times, especially at the start and end of the school day. They have developed sound procedures for the safe handover of children, which all understand.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122298
Local authority	Northumberland
Inspection number	449763

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–9
Gender of pupils	Mixed
Number of pupils on the school roll	54
Appropriate authority	The governing body
Chair	Mary Pedley
Headteacher	Cath Newson
Date of previous school inspection	2 March 2010
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