

Newport Primary School

St Paul's Road, Middlesbrough, North Yorkshire, TS1 5NQ

Inspection dates 25–26 June 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Children enter the Early Years Foundation Stage with skills that are well below those expected for their age. By the end of Year 6 they attain broadly average standards. This represents good progress from their starting points.
- Achievement across the school is improving quickly. Pupils are making faster progress because their needs are identified quickly and they are given effective support if they fall behind.
- Pupils feel safe at school, behave well and want to learn. They are respectful and kind to each other, to staff and to visitors.
- Teaching is good and improving. Expectations are high and the good quality of teaching is having a clear impact on speeding up progress.
- The headteacher's inspirational leadership provides clear direction and focus, creating a school in which pupils can succeed.
- Governors have swiftly improved how they check how well the school is doing and understand its strengths and weaknesses. They provide good support and challenge which contributes well to promoting school improvement.

It is not yet an outstanding school because

- The proportion of pupils attaining average and above average standards is not yet consistently high enough. Although progress is improving rapidly, it is slower in writing.
- The quality of teaching is usually good rather than outstanding. Pupils' work is not always adjusted to ensure progress is as quick as it can be.

Information about this inspection

- Inspectors observed 23 lessons or parts of lessons, two of them jointly with the headteacher and one with the deputy headteacher.
- Inspectors heard pupils read in Key Stage 1 and Key Stage 2.
- Inspectors looked at a range of evidence including the school’s improvement plan, the school’s data relating to pupils’ progress, the work in pupils’ books, records relating to behaviour and attendance and documentation relating to safeguarding.
- Discussions were held with the headteacher, other senior leaders, members of staff and groups of pupils. They also met with members of the governing body and a representative of the local authority. A telephone conversation was held with an external consultant who has provided support to the school.
- Inspectors were unable to take account of responses to the online questionnaire (Parent View) as there were only three responses. They did, however, consider staff questionnaires and parent and pupil surveys completed by the school. In addition, they met with parents informally at the start of the school day.

Inspection team

Irene Cochrane, Lead inspector

Additional Inspector

Sue Smith

Additional Inspector

Anne Humble

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is below the national average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils supported by the pupil premium (the extra government funding for pupils looked after by the local authority and those known to be eligible for free school meals) is almost three times the national average.
- The school has an above average proportion of pupils from minority ethnic groups and an increasing number of pupils whose first language is not English. A wide range of different languages are spoken across the school.
- A high number of pupils enter or leave the school at different times throughout the year and for varying periods of time.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- There have been a number of staffing changes since the last inspection.
- The school currently has Healthy School status and recently received the Quality Mark for Early Years Foundation Stage provision.

What does the school need to do to improve further?

- Raise pupils' attainment and speed up progress by:
 - increasing opportunities for pupils to write for a sustained period of time in subjects across the curriculum
 - ensuring that pupils' work is always pitched at the right level to extend their learning.
- Improve the quality of teaching by:
 - sharing best practice in marking pupils' writing and mathematics
 - ensuring all teaching assistants contribute fully to support pupils' learning.

Inspection judgements

The achievement of pupils is good

- Children join the nursery with skills that are well below that typical for their age, especially in their mathematical skills and knowledge and understanding of the world. Pupils make good progress across the school and leave Year 6 with broadly average standards. Attainment in all subjects has shown improvement over two years and in 2013, attainment in mathematics was strongest. The proportion of pupils making good progress in writing was weaker than in reading and mathematics.
- Children make good progress in the Early Years Foundation Stage. They settle quickly as a result of effective relationships and stimulating activities that engage children's interests well. During the inspection, children were observed making outstanding progress in a lesson that helped children to blend sounds and make words.
- Standards at the end of Key Stage 1 have improved since the last inspection in all subjects. Although standards are below national expectations, there is evidence of a two-year trend of improvement and the gap is closing compared to the national average. In 2013, pupils' attainment was approximately two terms behind that seen nationally.
- Pupils' phonic skills (sounds that letters make) develop quickly through daily sessions and pupils are able to apply these skills to help them read. Inspection evidence shows that pupils were keen to read in both Key Stages 1 and 2. Reading has a high profile across the school supported by a good range of resources. Teachers choose books carefully to engage pupils' interests and enjoyment. For example, during inspection, Year 2 pupils were highly motivated to write about a book, 'Room on a Broom', because they were familiar with the story.
- Disabled pupils and those with special educational needs generally make good progress because of the support they receive from teaching assistants both within and outside the classroom. It is also as a result of the effective leadership and determination of the special educational needs coordinator. Parents appreciate the support provided for their children.
- In 2013, attainment for pupils who were known to be eligible for free school meals was average in all subjects but lower when compared to other pupils in the school, particularly in reading. The gap in attainment closed in mathematics and writing compared to the national average and remained the same in reading.
- By the end of Year 6, the most able pupils made good progress, particularly in reading and mathematics. Their progress in writing was not as strong. This year leaders expect even higher standards from the most able in reading.
- Pupils whose first language is not English and those from minority ethnic groups make variable progress, although there is no particular pattern in any subject. The school's tracking data, affirmed during the inspection, show that the progress of all pupil groups is tracked rigorously and many pupils make good progress. Varying numbers in each year group and high pupil mobility make year-on-year comparisons unreliable.
- Highly effective support is given to an increasing number of pupils who join part way through Key Stages 1 or 2, so that they settle quickly and make increasingly good progress. Three parents made special mention of the high quality support and care provided by the school's inclusion team.

The quality of teaching is good

- The quality of teaching is good with some outstanding. It is having a marked impact on improving the rate of pupils' progress. Evidence from the inspection and the school's own records show that good teaching is enabling pupils to make accelerated progress and address underachievement.
- The quality of teaching has been improved by staff training and support, which is appreciated by teachers. The use of targets and effective questioning and guidance to pupils on how to improve

is resulting in a consistent approach across the school, which is checked closely by leaders.

- The school has prioritised the teaching of basic skills, in order to raise standards. Teachers' expectations have increased and their good relationships with pupils have contributed to the good learning observed in most classrooms. Pupils are keen to respond and enjoy the interesting activities that teachers plan.
- The Early Years Foundation Stage provides a good start for children of all abilities with many practical and stimulating opportunities, which make learning exciting both in the classroom and outdoors. Parents are welcomed into school and have access to a range of information to support their child. Informal discussions with parents during the inspection confirmed their highly positive views of the care the school provides which are also reflected in the school's most recent parental survey.
- Work in pupils' books is generally well presented. Pupils have targets which set out what they need to do to in their writing and mathematics in order to reach to the next level in their work. Teachers mark pupils' work regularly and tell pupils how they can improve their work. However, this is not always of a consistent standard across the school.
- Pupils' books show that they have opportunities to use their writing skills in subjects other than English and can make clear connections in having a reason to write for a variety of purposes. Although there are daily opportunities for pupils to write, there are not always enough opportunities for pupils to write longer pieces of work.
- Pupils' understanding is assessed regularly and accurately. This information is used well to set work that is sufficiently challenging for different groups of pupils. However, occasionally, work is not always as well matched for some pupils in a minority of classes.
- Reading is taught well through a rigorous programme of letters and sounds started in the Early Years Foundation Stage and Key Stage 1. Pupils have opportunities to read from a wide range of books and are confident to share their books with others when reading aloud.
- Teaching assistants are generally knowledgeable and confident. They know pupils well and make a good contribution to pupils' learning, for example, when they provide support to pupils who are struggling. However, when teaching assistants take a less active role and are not directly employed to provide additional support to help pupils learn, the pace of learning slows.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are polite, well mannered and show respect towards each other and for adults. This was observed during inspection when pupils readily held doors open for inspectors when in school and throughout the day when moving between lessons and at break times. 'Friendship helpers' enjoy taking on their responsibilities and are keen to help other pupils find friends when necessary and join in activities at play times.
- Pupils are eager to learn and behave well in lessons. Most pupils take a pride in their work and are keen to do their best.
- The school provides very good support for the parents of those pupils who arrive at the school other than at the start of the year and for whom English is not their first language. In informal discussion, parents shared with inspectors their appreciation of the support received which enables pupils to quickly settle into school routines.
- The school's work to keep pupils safe and secure is good. Policies to support pupils' behaviour, safety and well-being are well established across the school.
- Pupils say they feel safe in school and know that adults will take care of them. They have a clear understanding of the school system for managing behaviour and understand the different types of bullying, including cyber bullying. They say that any incidents are rare and will be dealt with quickly should they occur.
- Almost all parents said that the school deals effectively with behaviour from the school's own survey. Informal discussions with parents during the inspection confirm this view.
- Attendance has improved and is currently in line with the national average. The school works hard to promote good attendance through effective communication with parents and concerted

actions taken by school leaders and the school attendance officer.

The leadership and management are good

- The leadership and management of the school are good. The headteacher has shown a relentless drive and passion for continuous improvement. She is knowledgeable and has a very good understanding of individual pupils and their needs. Consequently, under her determined leadership, pupils' progress is speeding up across the school. Teamwork across the school is strong in support of the headteacher's vision for continual school improvement.
- Leaders have an accurate understanding of how well the school is performing and improvement priorities are set out in clear plans in order to tackle underperformance. This is because leaders check the progress of pupils regularly in order to tackle any underperformance and this information is used to hold teachers to account. Extra guidance and support are swiftly provided for any pupils at risk of falling behind. This demonstrates the school's good commitment to promoting equal opportunities.
- The quality of teaching has improved since the last inspection, as a result of sharply-focused actions by school leaders. Lessons are observed regularly and feedback from senior leaders is accurate and helps teachers to further improve. New members of staff value the support they receive from senior leaders.
- Middle leaders are knowledgeable and enthusiastic in their support for school improvement. Their work in monitoring their individual areas of responsibility is helping to ensure that pupils receive the help they need to make good progress. They appreciate the support they receive to develop their skills and decision-making.
- In the subjects taught there is a key focus on basic skills and on first-hand experiences that motivate pupils effectively. Pupils have increasing opportunities to apply their skills in other subjects, such as science. There are a range of opportunities for pupils to enjoy additional activities, including visits out of school, which are extending pupils' experiences and helping them to develop good spiritual, moral, social and cultural awareness.
- The primary school sport funding has been used effectively to extend the range of sports on offer, including boxing and volleyball. Specialist coaches, for example in gymnastics and dance, work alongside teachers. Teachers say that their skills and confidence have increased as a result.
- The local authority provides effective support through a school improvement adviser who works alongside the headteacher and members of the school team. In addition, the school has received good support from an external adviser in checking pupils' progress and providing training.
- The school is a caring, safe environment where safeguarding practices meet statutory requirements.
- **The governance of the school:**
 - Governors provide effective support and challenge to the school. They have a clear understanding of the school's strengths and areas for development and have taken part in relevant training and development opportunities. Governors are unanimous in their focus on improving opportunities for all pupils in their care.
 - Governors visit the school regularly during the school day and also ask challenging questions during meetings. They have rapidly increased their monitoring role which allows them to hold the school to account for its improvement and to ensure that pay progression is closely linked to teachers' performance. They review data regularly and ask questions about any gaps in pupils' performance, including the use of the pupil-premium funding to improve pupils' overall achievement. As a result, governors are knowledgeable about achievement and the quality of teaching.
 - Governors are aware of their responsibilities regarding safeguarding and have ensured the school's arrangements for safeguarding meet statutory requirements.

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	111580
Local authority	Middlesbrough
Inspection number	442233

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	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	312
Appropriate authority	The governing body
Chair	Susan Carter
Headteacher	Julie Sutton
Date of previous school inspection	27 February 2013
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