

# Newport Primary School

Main Road, Newport, Brough, HU15 2PP

**Inspection dates** 19–20 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Teaching over time has not had a good impact on pupils' achievement.
- Teachers' introductions to lessons are sometimes too long and so pupils spend too much time passively listening. Teaching assistants are not often used well during this time.
- Pupils are not always challenged well enough as some of the work given to them does not match their level of ability. Pupils do not always present their work to a high standard.
- Leaders have not ensured all teachers have had opportunities to observe good or outstanding practice elsewhere. The teaching of mathematics and phonics (the different sounds letters make) is not enabling pupils to achieve well.
- Pupils do not make as much progress in mathematics compared to that in English. They do not undertake enough practical activities or have good opportunities to link work in mathematics with real-life events.
- The outdoor learning environment in the Early Years Foundation Stage is not as stimulating as the indoor areas.
- Leaders are in the early stages of setting up a system that will help them to use pupil data more effectively to raise achievement.
- Some leaders with particular responsibilities are new to their role. They have not developed the expertise to rigorously check how well pupils are doing in their subjects over time.
- The governing body are not fully effective in carrying out all their roles and responsibilities.

### The school has the following strengths

- Senior leaders have created a welcoming school where pupils' achievements are celebrated.
- Pupils say they feel safe in school and they know how to keep themselves safe.
- Pupils' behaviour is good and they enjoy taking on different responsibilities around the school.
- The curriculum offers fun and practical experiences to pupils that capture their interests.

## Information about this inspection

- The inspector observed eight lessons, of which three were jointly observed with the headteacher. The inspector listened to pupils read.
- A range of documents were looked at including: minutes of meetings of the governing body; the school's evaluation of how well it is doing; the school's development plan; pupil progress information; the work in pupils' books; checks on the quality of teaching and records relating to attendance, behaviour and safeguarding.
- Meetings were held with key staff, groups of pupils, the Chair of the Governing Body and a representative from the local authority.
- The inspector took account of the 18 responses to the online (Parent View) survey and spoke informally to parents at the start of the school day and analysed 19 staff questionnaires.

## Inspection team

Sharona Semlali, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Newport Primary is smaller than the average sized school. All are some mixed-age classes.
- The proportion of pupils eligible for the pupil premium funding (additional funding provided by the government for specific groups, including those known to be eligible for free school meals) is slightly below the national average.
- The proportion of pupils whose learning needs are supported through school action is slightly above average.
- The proportion supported at school action plus or with a statement of special educational needs is slightly below average.
- The large majority of pupils are from a White British background.
- The school meets the government floor standards, which set minimum expectations for pupils' attainment and progress.
- There have been significant changes to staffing. All the teaching staff have changed since the previous inspection except for the headteacher.

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

- Improve the quality of teaching so that it is consistently good or better, particularly in Key Stage 1 by:
  - making full use of teaching assistants to support pupils' learning at the beginning of lessons
  - ensuring work matches the needs of all pupils and that all groups are fully challenged, especially the more able
  - ensuring teachers talk less at the start of lessons so pupils have more time to be more active in their learning
  - ensuring teachers and support staff have the necessary skills to teach the sounds letters make to pupils who are at the early stage of reading
  - requiring pupils present their work neatly and to a high standard.
- Raise achievement in mathematics in all year groups by:
  - giving pupils more opportunities to undertake more practical activities and work which is related to real-life events
  - improving teachers' subject knowledge of mathematics so they can speed up pupils' progress.
- Improve the quality and impact of school leaders by:
  - improving the quality of the outdoor area in the Early Years Foundation Stage so that it mirrors the stimulating indoor environment
  - ensuring teachers are provided with opportunities to observe good and outstanding teaching in other schools
  - developing the expertise of subject leaders so they can rigorously check the quality of teaching and on how well pupils are performing in their subjects
  - developing a system so data are used more effectively and accurately to assess how pupils are achieving over time and how well the school is doing

- ensuring that all governors have a clear understanding about their roles and responsibilities so they are more effective in carrying out their duties and can hold the school to account.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because progress is uneven throughout the school, and the proportion of pupils making the expected progress in mathematics is less than the national figures.
- Children start the Early Years Foundation Stage with skills that are slightly below that typical for their age group. They start Key Stage 1 with skills that are slightly below expectations overall. In 2012, children left the Early Years Foundation Stage with skills above that found nationally in their social development and reading and number skills.
- At the end of Key Stage 1 attainment is generally below average in reading, writing and mathematics, however, standards improved in 2012. At the end of Key Stage 2 attainment in mathematics and English is broadly average.
- Pupils find learning in mathematics lacks interest. At times there are not enough practical activities and too few links are made to real-life events. For example, a group of Year 1 pupils were learning about shapes by using a workbook and they had to draw a line from a shape to a number that shows the number of square faces it has. Some pupils found this to be confusing and uninspiring. Sometimes pupils do not make enough progress in mathematics because some teachers lack sufficient knowledge to teach the subject well.
- The proportion of Year 1 pupils reaching the expected standard in the letters and sounds (phonics) screening check was above average in 2012. Reading is promoted well throughout the school. Pupils who read to the inspector expressed how much they enjoyed reading and spoke about why they liked particular authors. However, those that are at the early stages of learning to read found it difficult to read unfamiliar words as the staff did not have enough knowledge about how to teach about the sounds that letters make in order to help them to read fluently.
- Pupils' written work is celebrated well throughout the school. Progress prizes help to encourage them to write more. In most classes pupils write in subjects other than in English. However, their books show that their work is not always neatly presented to a high standard.
- Pupils who are known to be eligible for the pupil premium funding, disabled pupils and those with special educational needs all benefit from having extra adult support and are taught in small groups. As a result, they make at least expected progress from their starting points. The gap in the attainment in mathematics and English between these pupils and their peers is closing.

### The quality of teaching

### requires improvement

- The impact of teaching on levels of achievement over time requires improvement because the many changes to the teaching staff have slowed pupils' progress. During the inspection the large majority of teaching observed required improvements and only a few lessons were good.
- Some new teachers have not had the opportunity to observe good and outstanding practice elsewhere in other schools.
- The outside area in the Early Years Foundation Stage is not as stimulating and inviting as the indoor learning environment. For example, in the Year R/1 class, children enjoy exploring the different learning areas inside. They put on their dressing-up clothes and escaped into their imaginary worlds of castles and dragons. Some enjoyed playing in the shop. However, very few opted to extend their imaginary play outside.
- One of the strengths of teaching is the way meaningful resources are used with the pupils. This was seen in a Year 3/4 lesson where pupils were learning about a database. The teacher used 'trump cards' which were familiar to the pupils and this helped them to clearly understand the concept.
- Sometimes, teachers spend too much time talking at the start of lessons and pupils sit passively listening for a long time and so have less time to learn more actively. It is often during this time

that teaching assistants are not fully used to support and extend pupils' learning.

- Teachers often encourage pupils to support each other's learning in groups which works well. This was seen in a Year 5/6 lesson where pupils worked in small groups recording different words to describe the emotions of the characters. Pupils had fun in learning as a team.
- In some lessons pupils are not challenged enough and the work given does not always match their ability and interests and some of the more-able pupils finish their work very quickly.

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

- Pupils are very polite and friendly. They are motivated and enjoy learning. They work effectively together in small groups. Pupils conduct themselves well around the school. They manage their own behaviour well.
- The behaviour of the children in the Early Years Foundation Stage is good. They know how to share the equipment and resources around them. They are good at listening and responding to each other.
- Pupils enjoy sharing some of the different responsibilities they are given. For example, pupils run their own school magazine club which is well attended by others. Lunchtime monitors help to set up the play equipment for others to use during this time.
- Pupils respond well to praise. However, there are a few pupils whose behaviour, on occasions, is challenging which give a few parents cause for concern. The school documentation and the evidence seen during the inspection show that other pupils and staff deal effectively and sensitively when any incidents occur.
- Pupils have a good understanding of what is meant by bullying. They say that there is very little bullying and if it does occur they are confident that adults will deal effectively with it. They feel very safe in school and know different ways of keeping themselves safe.
- Attendance is average as pupils enjoy coming to school. Comments from pupils include, 'I enjoy coming to this school because I like the smallness of it...and learning is fun.'

### **The leadership and management requires improvement**

- Despite having to address significant changes to the teaching staff, the headteacher has worked hard in trying to minimise the adverse impact this has on pupils' achievement.
- Leaders regularly check the quality of teaching. However, most subject leaders are new to their roles so they do not always check and assess with sufficient rigour and accuracy how well pupils are achieving over time and the quality of teaching in their areas.
- Teachers' performance management targets are mostly challenging. Teachers' rewards in salary progression are clearly linked to pupils' achievements and they are given support and training to improve their practice. The local authority provides good support particularly with opportunities for further training.
- The school's system for using data to accurately assess and evaluate how well pupils are achieving over time and how well the school is performing overall is still in the early stages of development.
- The school's curriculum offers pupils a range of exciting practical experiences in many subjects that meet their interests. For example, in a Year 2/3 lesson pupils created, life-like homes made out of cardboard boxes. Those who attend the pet club enjoy caring for a collection of African snails. Pupils have fun learning to play the steel pan drums. However, this excitement is not experienced in some lessons in mathematics. The curriculum effectively promotes pupils' social, moral, spiritual and cultural development.
- Equality of opportunity is promoted well throughout the school. Pupils are taught that, 'You have to be different to be great.' They are learning to use Makaton to ensure that all pupils, including those with special educational needs, can be included when they communicate with each other.

**■ The governance of the school:**

- The Chair of the Governing Body is new to the role but is very active and supportive of the school. All governors are linked to one of the school's priorities and some visit the school regularly to check on how well the school is doing. The finance committee has a clear understanding of teachers' appraisal and the link between rewarding teachers' with a higher salary when they have achieved the targets set by senior leaders. Some governors understand what the quality of teaching is like in the school. They ensure that safeguarding meets requirements to help keep pupils safe. However, they are not involved in discussions about how the pupil premium funding is spent. Some of the governors do not fully understand their roles and responsibilities. Some do not fully understand the data presented to them on pupil performance so they are not able to ask challenging questions in order to hold the school to account.

## 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

<b>Unique reference number</b>	117860
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	401701

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	99
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anne Gittins
<b>Headteacher</b>	Wendy Elliott
<b>Date of previous school inspection</b>	23 September 2009
<b>Telephone number</b>	01430 440259
<b>Fax number</b>	01430 440259
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