

Newport Primary School

Main Road, Newport, Brough, HU15 2PP

Inspection dates 25–26 September 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	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.

- Since the previous inspection, the school's effectiveness has improved and is now good.
- The headteacher is successfully leading the improvements in the quality of teaching, leadership, including subject leadership, and pupils' achievement.
- Attainment in reading, writing and mathematics at the end of Year 2 and 6 has risen and continues to improve. By Year 6, standards are now broadly average in reading and writing and above average in mathematics.
- In all key stages, all groups of pupils make good progress from their previous starting points.
- Children settle in very quickly to the early years and get a good start to their school life.
- Teaching is consistently good. Teachers have high expectations. Relationships are good and pupils are keen to do their best.
- The curriculum is well planned and offers many rich and varied opportunities so that pupils enjoy their learning. Pupils' spiritual, moral, social and cultural understanding is developed effectively through a wide range of activities and visits.
- Behaviour is good. Pupils are polite and well mannered. They cooperate fully, work well together and participate enthusiastically in lessons.
- Pupils feel very safe in school and are well aware of the potential dangers and hazards in their daily life outside school.
- The new governing body brings a wide range of expertise to the school. They know the school's strengths and areas for development well: providing challenge, as well as support, to make sure the school continues to improve.

It is not yet an outstanding school because

- Too few pupils reach the higher levels of attainment at the end of Year 2 and 6, particularly in reading and writing.
- The most able pupils are sometimes given tasks that lack challenge.
- Pupils do not always receive the guidance they need about how to improve work in subjects other than English and mathematics.

Information about this inspection

- The inspector observed nine lessons or parts of lessons, two of which were seen jointly with the headteacher.
- Meetings were held with the headteacher, other staff, a group of pupils, four governors and a representative from the local authority.
- The inspector took account of the 20 responses to the Ofsted's online questionnaire, Parent View, and the 19 completed staff questionnaires.
- The inspector observed the school's work and reviewed a range of documentation, including the school's checks on its own performance, its analysis and tracking of pupils' progress, records of behaviour and safety, school improvement plans, records relating to classroom observations and the management of staff performance, safeguarding arrangements and records of meetings of the governing body.
- The inspector also looked at pupils' work, listened to pupils read and checked information on attendance.

Inspection team

Lindsay Hall, Lead inspector

Additional Inspector

Full report

Information about this school

- Newport Primary is much smaller than the average-sized primary school and almost all pupils are White British. It has four mixed-age classes. Children in Reception share a class with Year 1.
- The proportion of disadvantaged pupils supported by the pupil premium, which provides additional government funding for pupils known to be eligible for free school meals and children looked after by the local authority, is below average.
- There are an above average proportion of pupils who have special educational needs who are supported through school action. The proportion supported at school action plus or with a statement of special educational needs or the new education, health and care plan is above average.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- Nearly all members of the governing body have joined since the previous inspection.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding so that pupils make even better progress and the proportion of pupils that reach the higher standards of attainment by the end of Year 2 and 6 increases, especially in reading and writing, by making sure that:
 - tasks are always challenging, particularly for the most able pupils
 - lesson time is always used effectively in order to speed up the pace of progress even further
 - pupils are given guidance on how pupils can improve their work, especially their written work, in subjects other than in English and mathematics.

Inspection judgements

The leadership and management are good

- The school is well led by the headteacher and senior leaders. They regularly review how they work to maintain a good level of education. High expectations and the drive for improvement are shared by all staff and governors. A strong team work ethic is very clear.
- Through well-focused, decisive actions, all the areas for improvement outlined in the previous inspection have been tackled successfully. Training and the sharing of good practice has been used effectively to improve teaching and pupils' skills, especially in mathematics. Leaders make sure that teaching is consistently good. Although leaders are yet to ensure outstanding teaching or outcomes for pupils, its track record of bringing about successful change shows that the school has a good capacity to improve further.
- Since the previous inspection, subject leaders have developed their leadership role. They observe teaching, monitor work in pupils' books and have worked hard to plan the new curriculum and devise assessment schemes for their subjects.
- Leaders have developed a thorough, new approach to assessment which has been implemented this term and shared with parents. Pupils' progress is rigorously checked to make sure all groups of pupils achieve well. This information is used purposefully to direct teaching and to plan support programmes for pupils who need extra help. Funds, including the pupil premium, are managed very carefully and used wisely and effectively. The school promotes equality of opportunity well and provides additional support where needed. All pupils, whatever their needs are fully involved in the life of the school.
- The curriculum provides well for the needs of all pupils. Teachers encourage tolerance and respect to prepare pupils for life in modern Britain. Pupils say they particularly like the termly topics and the way teachers make lessons fun. They talk enthusiastically about school trips such as to a science centre and a water treatment works, which brings learning to life.
- The school has formed strong partnerships with other local schools. This means that teachers can share expertise and are able to check that their assessments on pupils' achievements are accurate. Transition arrangements for pupils into the school and when they move on to secondary school are rigorous. Information is used well to ensure continuity in pupils' learning and social welfare.
- Leaders and managers know the school's strengths and what it needs to improve. Priorities are accurate and actions are in place to tackle areas needing attention. The vast majority of parents who responded to the online parent questionnaire either strongly agreed or agreed that the school is well led and managed.
- The new primary school sports and physical education funding is successfully extending the range of opportunities for, and increasing pupils' participation, in sport. For example, Year 3 and 4 pupils now have swimming lessons. As part of the South Hunsley Sports Partnership, pupils take part in inter-school sports competitions and a dance festival. Older pupils visited a cricket ground and received coaching. New equipment has been purchased for use both inside and outside during games lessons and at playtimes.
- Provision for pupils' spiritual, moral, social and cultural development is exceptionally strong. Pupils spoke about good opportunities for taking part in a wide range of sporting, musical and educational activities. They have excellent opportunities for reflection on moral and social issues in assemblies and through the curriculum and to raise monies for charities. Their cultural development is widened significantly through visits and visitors and their partnership work for the International Schools Award.
- The school has received good support from the local authority. They have worked with the school to strengthen leadership and teaching across the school. They have a clear understanding of the performance of the school and recognise the determined and committed leadership of the headteacher and the staff to bring about improvements.
- **The governance of the school:**
 - Governance has improved since the previous inspection. Governors have a wide range of relevant skills which they use effectively to support and strengthen school leadership. Improving outcomes for pupils is at the heart of all they do. They ensure their training is up to date to enable them to carry out their duties effectively and sought training to improve their knowledge and understanding of pupils' performance. As a result, they know how well the school is doing when compared to similar schools and all schools nationally. Governors' minutes show the governors use this information well to challenge the school leadership effectively. Teams of governors regularly visit the school and talk to pupils to see for themselves how well the school is doing. They have a good grasp of how the performance of staff is managed and has contributed to good teaching and encourage staff training. The governors manage the school's finances carefully. They monitor how the primary school sports funding is spent and ensure the pupil premium funding is used to improve the achievement of disadvantaged pupils. Governors

make sure that national requirements for safeguarding and child protection are met.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are friendly and welcoming. They are very well behaved in and around school. Parents, governors and staff all agree that this is the norm. Pupils are well mannered and considerate and relate very well to each other and to adults. At playtime, older pupils were seen playing with younger ones and boys with girls. Pupils were emphatic that they liked school, the work they did and all their friends. They said they would be bored without school.
- Pupils' attitudes to learning are strong and this has a positive impact on the progress they make. Older pupils in particular are self-reliant and work hard with minimal supervision. They enjoy working cooperatively and discussion remains on-task when working with partners. Some younger pupils take a while to settle when starting independent work and have to be reminded not to chatter.
- Pupils have a good awareness of different forms of bullying. They consider this not to be a problem in the school and are confident that should this happen, it would be dealt with quickly and effectively.
- Work in pupils' books is very well presented and shows good progress over time. Some examples of topic work seen during the inspection was of an exceptional standard, demonstrating a real pride in their work.
- The school's work to keep pupils safe and secure is good. Attendance levels have improved and are currently high. Leaders continuously encourage pupils and parents to maintain high levels of attendance so that their learning continues to improve. Outside agencies are involved to support the small minority with low attendance.
- Pupils feel safe in school and most parents agree that their children are cared for very well. Effective partnerships with parents and external agencies ensure that any pupils whose learning give cause for concern or are potentially vulnerable are identified early and appropriate support is given.

The quality of teaching is good

- Evidence from pupils' work in books and the school's own records show that consistently good teaching over time enables pupils in all key stages to make good progress. Good relationships and the way that teachers organise their classrooms helps pupils to learn well. Teacher expectations are high. Pupils respond by showing a real enthusiasm for learning in lessons and in the extra effort put into work, such as can be seen in their topic books.
- Numeracy is taught well. Following a whole-school focus on raising achievement in mathematics, there has been a marked improvement in the teaching of mathematics across the school so that pupils acquire good basic mathematical skills. They can now quickly recall key mathematical facts and are able to apply them to problem-solving activities and real-life situations. As a result, a higher proportion now reach the higher levels of attainment.
- Good progress overall in reading and writing reflects good teaching. A wider range of opportunities are now given for pupils to practise their spellings and to write for various purposes in different genres and across all subjects and this is helping to raise attainment in writing. Even so, further improvement of writing has been identified by the school as a whole-school priority for this year.
- Teachers' explanations to pupils are clear and they provide timely support. They ask probing questions and challenge pupils' answers and give plenty of opportunity for pupils to share their learning in pairs or groups. They value pupils' answers and make good use of praise and rewards to build pupils' confidence.
- Teachers' subject knowledge is good and they use a range of technology resources effectively in lessons to add interest and engage learners.
- Mostly, teachers give very good consideration to pupils' varying needs so that the work provided meets their needs and abilities. Those who find learning more difficult and those who have specific learning needs are well supported by their teachers and skilled teaching assistants who adapt the work so it is at the right level for them. Occasionally, opportunities are missed to challenge the most able pupils and this limits their rate of progress.
- Arrangements to assess pupils' attainment and progress have been strengthened. Pupils now have individual targets which help guide them in their learning. In English and mathematics, teachers' marking is particularly effective, providing helpful advice to pupils on how to improve their work and giving them time to act upon it. Marking across other subjects is not as detailed and, in particular, opportunities to identify and correct errors in pupils' writing are sometimes overlooked.
- Most pupils respond quickly to instructions and lessons flow smoothly with little disruption. However,

occasionally lesson time is not used effectively because pupils take too long to settle down to their work such as when moving from learning on the carpet to their table groups. This slower pace is not always challenged soon enough and valuable learning time is lost.

The achievement of pupils is good

- Since the previous inspection, standards across the school have risen steadily. Pupils' progress has accelerated and is now good in all key stages.
- Small numbers of pupils in some year groups, along with the high proportion of pupils with special educational needs means that attainment can vary widely from year to year. Unvalidated results from national tests in Year 6 in 2014 show that standards of attainment have risen and are now above average in mathematics and broadly average in reading and writing. This reflects good progress from their previously lower starting points at the end of Year 2. School data and inspection evidence shows that currently across Key Stage 2, progress in reading, writing and mathematics overall is good. However, fewer pupils are making more than the expected rate of progress in writing.
- Standards of attainment by the end of Year 2 have risen since 2011 and are now broadly average in reading, writing and mathematics. Improvements to teaching ensure that pupils in Key Stage 1 now make good progress. However, the proportion of pupils reaching the higher levels of attainment is below average, particularly in writing.
- Pupils achieve well in reading. The results of the Year 1 check on pupils' skills in phonics (linking letters and sounds) show that in both 2013 and 2014 results were above national averages. In 2014, unvalidated data indicates that 91% reached or exceeded the expected standard, reflecting high quality teaching encouraging children to develop into good readers.
- Pupils' writing skills have improved considerably since the previous inspection. Year 2 pupils demonstrate good letter formation, spacing and punctuation, moving to joined handwriting. Evidence in pupils' books across the school, both from this year and the previous year, indicates that pupils make good progress.
- In mathematics, the most able pupils are challenged to think hard in lessons and they demonstrate a maturity that helps them to make the most of their learning opportunities. As a result, the proportion of pupils reaching the higher Level 5 is now above average. However, the most able pupils do not always do as well as they can, especially in reading and writing. They are not always challenged sufficiently to fully extend their skills.
- Well-targeted support, involving a wide range of outside agencies enables disabled pupils and those who have special educational needs to achieve well.
- Disadvantaged pupils supported by the pupil premium achieve well. In some year groups, including in Year 6 in 2013, there are too few disadvantaged pupils for an analysis of their progress and attainment data to generate meaningful statistics. However, a study of the school's test results, assessment data and pupils' work confirm that, across the school, eligible pupils are making good progress. The pupil premium fund is focused on providing additional teaching assistants to support learning and extra activities to broaden their experiences.

The early years provision is good

- Children join the Reception class with skills and abilities that vary year on year, but are generally typical at the level expected for their age. Children settle into the Reception class quickly, are keen to learn, play together well and are well behaved. By the end of the Reception class they have made good progress, have developed self-control and independence and are busy and determined learners. Almost all have reached or exceeded the level of development expected for their age.
- Early writing skills, including letter formation have been identified by the school as slightly below other areas of learning and is a current area for development. Those children who join the school with skills below what is typical for their age are well supported and make good progress from their starting points, closing the gap in their skills with other children.
- Teaching is good. The arrangements to assess what children know and can do are well developed. Detailed 'learning journals' record and celebrate children's achievements. This information is used effectively to inform teachers' planning which meets children's varying needs well and offers suitable levels of challenge. Learning is creative and enjoyable.
- Children behave well, are clearly happy and are kept safe. At the time of the inspection the children had only been in school for three weeks, but they were already confident and keen to talk about their learning.

Relationships with parents are strong and parents are encouraged to share information about their children's learning and development at home.

- Leaders have an accurate understanding of the strengths and areas for development in the early years. They have improved the use of, and resources in, the outside area significantly since the previous inspection. The teaching of phonics is secure and early reading is a strength of the provision. Liaison with other early years providers and partnerships with external agencies supports staff training and checks the accuracy of teacher assessments.

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	117860
Local authority	East Riding of Yorkshire
Inspection number	442263

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	96
Appropriate authority	The governing body
Chair	Jimmy Sykes
Headteacher	Wendy Elliott
Date of previous school inspection	19 February 2013
Telephone number	01430 440259
Fax number	01430 440259
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