

Newtown Community Primary School

Newtown, Trowbridge, BA14 0BB

Inspection dates 10–11 March 2015

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.

- The school has improved since the last inspection. School data show pupils' progress is accelerating rapidly in reading, writing and mathematics, and pupils are well on their way towards highly aspirational targets.
- Pupils achieve well. From starting points that are often well below what is typically found, they reach standards that are below average in reading, writing and mathematics at the end of Year 6, but are rising quickly.
- Teachers plan lessons that are engaging so pupils' interest is captured well and pupils make good progress.
- Disadvantaged pupils, disabled pupils and those who have special educational needs achieve as well as their peers. This is because of the good teaching and effective additional support.
- The good behaviour of pupils has a significant impact on how well they learn. Pupils say they feel safe and are well looked after in school.
- Children in the Early Years quickly gain confidence and make good progress because of good or better teaching and exciting learning opportunities.
- School leaders have an accurate view of the school's strengths and areas for development. They have ensured that good-quality training has helped to improve teaching, which in turn has improved pupils' achievement. They know what still needs to be done and work to continue to improve the school.
- Members of the governing body have developed their skills through attending regular training and now effectively hold the school's leaders to account for the progress pupils make.

It is not yet an outstanding school because

- The most-able pupils do not always reach the highest levels of attainment because sometimes they are not given sufficiently demanding work.
- Pupils are not being given enough opportunities to use and apply their mathematical skills to real-life problem-solving situations.
- Pupils in some classes are not consistently and accurately using grammar and punctuation in their writing.

Information about this inspection

- The inspectors observed 13 lessons taught by nine teachers. They also looked at a wide range of pupils' work and listened to them read.
- Discussions were held with groups of pupils, the Chair and two other members of the governing body, a representative of the local authority and members of staff.
- The inspectors took account of the 33 responses to Ofsted's online questionnaire (Parent View) and spoke to parents during the inspection. The 18 responses from staff to the inspection questionnaire were also considered.
- The inspectors observed the school's work and looked at a range of documents including: information on pupils' current progress; the school's plans for improvement; the management of teachers' performance; the use of pupil premium funding; and documentation and records relating to pupils' behaviour and safety.

Inspection team

Richard Blackmore, Lead inspector

Additional Inspector

Bruno Grzegorzek

Additional inspector

Full report

Information about this school

- The school is slightly smaller than the average-sized primary school.
- The early years provision comprises two Reception classes. All children attend full time.
- A large majority of pupils are from a White British background.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- An above average number of pupils are supported by the pupil premium. This funding is provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The proportion of pupils speaking English as an additional language is above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress at the end of Year 6.

What does the school need to do to improve further?

- Raise achievement in English and mathematics by :
 - giving pupils more opportunities to use and apply their mathematical skills to real-life problem-solving skills
 - ensuring consistent challenge in tasks for the most able
 - developing pupils' ability to consistently and accurately use punctuation and grammar in their writing.

Inspection judgements

The leadership and management are good

- The headteacher's drive and ambition has improved the school and created a culture of high expectations. Leadership throughout the school has strengthened substantially since the last inspection. Successful training and development for leaders and teachers at all levels, including governors, have resulted in a shared responsibility for, and good understanding of, how to improve teaching, pupil achievement and the school's overall effectiveness.
- There is strong leadership of teaching. Leaders closely monitor the effectiveness of teaching, carefully checking the quality of work and direct observation of whole-class and small-group lessons. Thorough monitoring of the progress pupils make is used to ensure that different groups of pupils, including those who are disadvantaged, disabled and who have special educational needs, achieve well. As a result, the school has been able to provide pupils with additional help to accelerate their progress since the last inspection.
- Subject leaders play an effective role and provide useful feedback to other teachers taking account of lesson observations, scrutiny of teachers' planning and interviews with pupils. They have worked effectively to ensure that teachers are accurate in their assessments.
- As a result of regular, high-quality training, teachers have good subject knowledge. This ensures that pupils make good progress across a range of subjects. School leaders are exploring ways to share best practice in teaching and learning, for example by working with other schools to consider new ways to check and record pupils' progress.
- The range of activities is vibrant and stimulating for pupils, providing opportunities for them to apply their literacy and information and communication technology skills in other subjects. The topics studied often excite the pupils and provide innovative opportunities, for example in enterprise activities. The curriculum also supports pupils' spiritual, moral, social and cultural development well, including the valuing of different cultures and beliefs. Together with the school's day-to-day values, this fosters good relationships and prepares pupils well for life in modern Britain.
- The local authority provides appropriate support to this good school through regular visits and reviews.
- The school promotes equality of opportunity very successfully and this contributes effectively to the well-being of children and their families. Discrimination is not tolerated.
- The school closely tracks the performance of disadvantaged pupils, particularly in reading and writing. The use of the pupil premium is effective and the impact on eligible pupils' progress is under constant analysis.
- Extra funding for sport is used well to provide a wider range of activities for pupils and training for teachers to improve their skills. Rates of pupils' participation in sport have risen. Funding is allowing them to take part in more inter-school competitions and after-school sports activities with increasing confidence.
- The effectiveness of safeguarding is firmly secured in the school's policies and procedures, and evident in its everyday life. All statutory requirements are met.
- **The governance of the school:**
 - The governing body is effective, and well led and managed. Governors are kept fully informed, both through detailed reports from the headteacher which are linked to achievement and the quality of teaching, and also by their own checks on the school's work through regular visits focused on school improvement plan priorities. This includes analysing the achievement data held by the school and information related to national tests. The governing body is rigorous and accurate in reviewing the work of the school and governors now have a clearer understanding of their role within the school's leadership team. They hold the school to account, for example, by reviewing how effectively additional resources are used. They have a clear understanding of the quality of teaching and how well the pupils are achieving. Governors feel confident in setting rigorous objectives regarding the performance of the headteacher, although they also accept guidance from the school's adviser. They have extensive knowledge of the use and impact of additional funding both for sport and disadvantaged pupils.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are very polite and considerate towards each other, and they respond extremely well to the care that adults show them. They listen attentively and are proud of their own achievements and those of others.
- Pupils really enjoy their learning. One pupil, typical of many, said, 'I like coming to school because I learn

new things every day.' They respond enthusiastically to their teachers and are keen to do their best. They apply themselves diligently to the tasks they are set when working on their own, with partners and in groups.

- There are plenty of opportunities for pupils to take on extra responsibilities in the school, including being a 'learning leader' who tells visitors to a class the focus of each lesson.
- The relationships between the pupils and the adults who work with them within the school are well developed and help promote good learning and progress. Pupils show much respect to the staff and each other, and are being prepared well as future young British citizens.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel looked after and are confident that they will be helped if they have any concerns.
- Pupils say that there is very little bullying in this school. They are able to explain very clearly what to do should it happen and know that it would be dealt with immediately. They have a good understanding of the different types of bullying, including cyber-bullying. They say they have many rules regarding using the internet and emphasise that they know e-safety rules.
- Pupils are helped to keep themselves safe through assemblies and lessons that help them to make good decisions to avoid putting themselves in danger, for example when using the internet.
- Pupils' enjoyment of school is evident in their rising attendance, which is above average. This is helping pupils to achieve well.

The quality of teaching is good

- Teachers plan lessons carefully, ensuring that interesting and stimulating resources and equipment are used effectively to support pupils' development. An example of this was seen in a Year 6 'guided reading' lesson observed during the inspection when pupils' interest was sparked by a wide range of texts. The questions asked by the teacher made pupils think very deeply about the meaning and inference behind sentences.
- Pupils are provided with clear guidance in their lessons about what they are learning and what they have to achieve by the end of a lesson. This gives pupils a clear structure and allows them to attack each task without having to always check with their teachers about what they need to do next.
- Teaching assistants teach well and provide good support. There is useful dialogue between teachers and teaching assistants before, during and after lessons to check pupils' progress and organise any necessary catch-up sessions, or changes to lesson plans.
- Reading is taught effectively throughout the school and this is ensuring that a rapidly increasing number of pupils are reaching the expected standard in the Year 1 phonics (letters and the sounds they make) screening check. Pupils are taught phonics well in the Early Years and Key Stage 1, and they develop a keen interest in reading as they move through different year groups.
- The teaching of mathematics is good. Pupils' mental and calculation skills are systematically and thoroughly taught at a good pace. Effective marking contributes to their success. However, pupils do not get enough opportunities to use and apply their mathematical skills to real-life problem-solving situations.
- In literacy, teachers explain new concepts and ideas carefully, making good use of well-chosen resources. This feature is particularly strong across the school. Consequently, pupils usually learn well and make good progress.
- Teachers generally use the information they have on the pupils to try to plan activities that accommodate their range of interests and different needs in helping them to learn and make progress in lessons. However, tasks for the most able are not always sufficiently challenging.

The achievement of pupils is good

- Standards in reading, writing and mathematics are set to be broadly average at Key Stage 1 and 2 in 2015. In the 2014 national tests, attainment was well below average at the end of Key Stage 2, but attainment is rising quickly and being sustained across different year groups. This is evidenced in the school's own achievement data and pupils' work in books.
- Until recently, progress in national test results has been slower than the national expectations because there was a legacy of weaker teaching in earlier years and lower expectations at the school. Current assessments indicate that from different starting points, often well below average, pupils' progress is on track to be fast, with the proportion of pupils making expected and greater progress to be above the

national average.

- The school places much importance on pupils learning to read well and has established a strong reading culture. A well-taught programme for teaching phonics supports pupils well in their reading development and their spelling.
- The most able generally achieve well. They frequently show high levels of maturity, enthusiasm and the ability to take the initiative. For example, they raise thought-provoking questions and undertake detailed research in a wide range of subjects. Occasionally, work is not matched precisely to their needs because there is some repetition of work that pupils already know and can do. This slows their progress.
- The school's work to support disadvantaged pupils is proving effective. The gaps in their skills in writing and mathematical understanding, compared to that of other pupils in different year groups, are closing from their individual starting points. In 2014, disadvantaged pupils were about four terms behind other pupils nationally in reading, writing and mathematics. In comparison with other pupils at the school, this group were two terms behind in mathematics and writing, and a term and a half behind in reading.
- Disabled pupils and those who have special educational needs, and the pupils who speak English as an additional language, are well supported and make the same good progress as their peers.
- Pupils' books and observations show that pupils' learning and progress over time are good and improving. They acquire good skills in literacy and numeracy and a range of other subjects. However, the pupils' use of punctuation and grammar is not always accurate because there is not enough focus on this aspect of pupils' writing.

The early years provision

is good

- Children enter the Reception class with a wide range of abilities. Most enter with communication and number skills well below those typical for their age. Children are able to learn and play together well. The proportion achieving a good level of development has increased, but remains below the national average.
- Children make good progress because resources to support learning are very well organised and readily accessible, so that children can make some decisions for themselves, which increases their independence and self-confidence.
- Teachers and other staff plan exciting activities which capture children's interests. For example, they responded to some boys' interest in cars by creating a role-play garage in the outdoor area where children enthusiastically created and played out their own stories.
- Children learn in a secure and happy environment. Safety is promoted in all areas of children's learning. As a result, children know the importance of healthy routines such as washing hands.
- Behaviour is good, and children cooperate and play happily together.
- The effective leadership in the early years has resulted in a committed team whose members share the same ambition for what they do. The leaders have an accurate understanding of the strengths and areas for improvement, and are quick to take action when it is needed.

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	126293
Local authority	Wiltshire
Inspection number	453429

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	214
Appropriate authority	The governing body
Chair	Peter Gear
Headteacher	Mary Hiscock
Date of previous school inspection	12 March 2013
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