

Newport Primary School

Inspection report

Unique Reference Number	117860
Local Authority	East Riding of Yorkshire
Inspection number	339087
Inspection dates	23–24 September 2009
Reporting inspector	Joy Frost HMI

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	94
Appropriate authority	The governing body
Chair	Mr John Beardo
Headteacher	Mrs Wendy Elliot
Date of previous school inspection	9 May 2007
School address	Main Road Newport Brough HU15 2PP
Telephone number	01430 440259
Fax number	01430 440259
Email address	newport.head.primary@eastriding.gov.uk

Age group	4–11
Inspection dates	23–24 September 2009
Inspection number	339087

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited nine whole or part lessons, and held meetings with governors, staff and two groups of pupils. They observed the school's work, and looked at the school's safeguarding documents and policies, the school improvement plan, minutes of the governing body and documents relating to monitoring and evaluation. They scrutinised pupils' work in books and the 30 parental questionnaires which were returned.

the progress and attainment of pupils in English compared to mathematics and science, especially boys and more able pupils, to determine whether teaching is sufficiently challenging

the extent to which teachers use assessment data to plan for different groups of pupils in mixed-age classes

the effectiveness of academic guidance

the effectiveness of leaders and managers at all levels in embedding ambition and driving improvement given the high staff turnover in recent years.

Information about the school

This is a smaller than average primary school in a semi-rural environment near Hull. The school has a declining roll and there are currently 93 pupils on roll. There is no nursery provision in the village and therefore pupils enter school in the Reception year. Some pupils come to school by bus and some by car from outlying villages. The proportion of pupils eligible for a free school meal is 9.4% and is below the national average. Almost all pupils are of White British heritage, although a few are from a minority ethnic background and are at the early stages of learning to speak English. The proportion of pupils who have a special educational need and/or disability rose sharply in 2008 to 22.6%. The headteacher has this year reduced her teaching commitment and there has been a high staff turnover since the last inspection. At the time of the inspection three of the five teachers in classes started the school in September 2009. Pupils are taught in four, mixed-age and mixed key stage classes. The Early Years Foundation Stage children are taught in a class with Year 1 pupils. The school has gained the International School, sports Activemark and Healthy School awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The school evaluates its overall effectiveness as satisfactory and inspectors agree. This is a happy school which is well led by the headteacher. The improvements that the school has made since the last inspection have been hampered by the number of staff leaving and joining the school through retirement or promotion: five teaching staff including two deputy headteachers. The headteacher has taken on an increasingly large workload in inducting and developing new staff. Nevertheless, the school has worked tirelessly to continue to offer a stable education during this time. The headteacher has identified strengths and areas for improvement and the school's self-evaluation is detailed and accurate. Some aspects of the school's work are good. These include the behaviour and attendance of pupils, the extent to which they make a contribution to the community and their work in promoting community cohesion through their accredited international work with a group of five international schools. This has involved visits and exchanges between the schools and the use of information and communication technology (ICT) to learn about the lives of children in other countries and their cultures. All staff know individual children and their families well and, as a consequence, pupils are happy to come to school, attend regularly and say that it is a safe and happy environment. Pupils take an active part in developing the school's 'golden rules', and enjoy the many extra-curricular clubs on offer. They are knowledgeable about leading a healthy lifestyle as seen in the active playtimes and healthy lunch choices.

The attainment and progress of all groups of pupils is satisfactory and in mathematics in Key Stage 2, it is good. Pupils who are identified as more able, however, make less progress in writing than they do in other subjects because they are not given as many challenging activities in English lessons as they are in mathematics. Teachers are not yet using the assessment data they are collecting consistently across the school to meet the needs of mixed-age classes in English lessons.

The school has had some success in improving the areas of weakness identified in the last inspection report. English has improved year-on-year and in the most recent 2008 published test results, it was in line with national expectations and the previous gap between boys' and girls' attainment had closed. The introduction of daily phonics sessions across the school from Reception to Year 4 is improving pupils' knowledge, and progress is accelerating in reading and writing. A new tracking system is working well in identifying any underachievement and well trained teaching assistants are delivering personalised programmes to accelerate learning. The school is aware of the need to develop provision for the youngest children who start school having had no nursery provision and are taught with the Year 1 pupils. Currently, the planning for this class is being revised to ensure that all elements of the Early Years Foundation Stage curriculum

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

are met. The headteacher has reduced her teaching commitment, giving her more time to lead and manage the school. She is aware of the areas of weakness identified by inspectors and the detailed school improvement plan is focused on the greatest areas of need. For this reason, inspectors judge the capacity for sustained improvement to be satisfactory.

What does the school need to do to improve further?

- Improve standards and achievement in writing across the school by:
 - providing more opportunities for pupils to write at length in all curriculum areas
 - developing a consistent approach to setting pupils writing targets so that they know what the next small steps in their learning are
 - providing the more able pupils with more challenging writing activities.
- Improve provision in the Early Years Foundation Stage by:
 - developing the planning to include more opportunities for child-initiated learning experiences
 - making closer links between the six areas of learning when planning focused activities
 - providing more resources in the outdoor area which engage children and aid their learning.
- Strengthen leadership and management by:
 - further developing the role of the governing body in challenging the work of the school
 - inducting the new staff in the current school policies and procedures and develop their role in managing and evaluating the work of the school.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils usually achieve satisfactorily and enjoy their learning. In lessons seen, pupils make more progress in mathematics than in English. In mathematics, pupils consistently make good progress across both key stages due to more focused teaching and the use of assessment to plan work which meet the needs of all pupils. In writing lessons, the whole class too often does the same writing activity and this is not enabling the more able pupils to show what they can do and extend their learning. The work in pupils' books shows that pupils are not encouraged to write in a legible joined writing style early enough. Pupils who have joined the school with no spoken English are being very well supported and have settled into school well.

Pupils who have special educational needs and/or disabilities are identified early and the school's comprehensive tracking system is used well to make sure that their progress is

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
 Please turn to the glossary for a description of the grades and inspection terms

closely monitored. This leads to personalised learning programmes which are delivered by experienced teaching assistants. Consequently, these pupils make at least the same and often better progress, than their peers. More able pupils also make satisfactory progress in most subjects but in writing fewer attain the higher levels. This continues to be an area of focus for the school.

Most pupils behave well in lessons and in and around the school. Pupils who spoke to inspectors said that they felt safe in school and any incidents of bullying were quickly dealt with. Pupils are very aware of the school's comprehensive behaviour policy, which informs parents very early if there are any behaviour problems, and talked enthusiastically about the school's rewards and consequences. There is a high participation rate in all extra-curricular clubs and pupils willingly take part in sporting activities during playtimes and lunchtimes. Older pupils play happily with younger pupils and help with a Key Stage 1 football club. Pupils' spiritual, moral, social and cultural development is good. It is well fostered through assemblies, close links with local churches and visitors to the school. Cultural awareness is very good as a direct result of the many links the school has with other schools. Pupils are in regular contact through the good use of ICT, letters and exchanges with other children around the world. Pupils understand how to keep themselves safe in a range of situations and all pupils receive pedestrian, road safety and fire training. The take-up of school meals is around 25% and most lunch boxes conform to the school's healthy eating rules. Pupils make a positive contribution to the local and wider community through regular fund-raising events and enterprise clubs. The standards reached and pupils' good cultural and social development mean that they are prepared for transition to secondary school.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3 2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of the school's work is satisfactory in all areas. Where teaching and learning is good, pupils make good progress. The school is aware that all teaching needs to be consistently good. In satisfactory lessons the activities set do not always fully match the ability range within the class. This is because assessments are not yet used as effectively as they could be. In all classes, work is matched to the different age ranges but more able pupils are not always given work which is sufficiently challenging or that extends their learning. In the good lessons teachers model skilfully what the pupils are going to do and give very clear instructions. They have good subject knowledge, use technical vocabulary well and tell pupils what they are going to learn. Lessons move along at a brisk pace. In a mathematics lesson, pupils were using a set model to work out quick ways of adding 11, 21 and 31. They worked diligently, were fully engaged and could talk confidently about their working out. Good opportunities were given for pupils to think and react and the lesson was lively, based on prior knowledge and attainment. In these good lessons, assessment of where pupils are, is used well to set learning that meets different pupils' needs. Small group work for younger pupils in phonics is well structured and moves pupils forward in their learning so that they quickly learn new letters and sounds and can use them to read and write words.

The curriculum is satisfactory and meets all statutory requirements. The school is in the process of revising the curriculum to make more meaningful links between different subject areas. Skills are identified across the school and pupils work on a class 'theme' bringing different subjects together. There are good enrichment opportunities through visits and visitors and an extensive range of extra-curricular clubs. Pupils talked enthusiastically about the range of clubs on offer and the opportunities to learn to play musical instruments. Older pupils are learning to play in a steel band which they enjoy very much. Tuition in woodwind, violin and guitar is also available. Pupils also develop their financial understanding by helping run the healthy tuck shop at break and through business enterprise clubs. Where the curriculum revision is complete, for instance in geography, ICT, personal, social and health education (PSHE) and religious education, it is working well and pupils enjoy their learning and make good progress. More links need to be made with literacy to give pupils the opportunity to write at length and practise their writing skills in different subjects.

The school takes care of its pupils well and pastoral guidance is good because staff know and understand the needs of individual pupils. Vulnerable pupils are well supported and parents are involved from the earliest stages. Individual education plans are regularly reviewed and targets are generally met. Academic guidance is satisfactory

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

but has improved since the last inspection. The work in pupils' books confirms that work is marked regularly but that comments usually tell pupils only what they have done well rather than how to improve. All pupils have individual learning targets which are shared with parents and known by pupils. However, there is inconsistency across the school in how these are presented to pupils. In some classes pupils have very specific targets which tell them the next steps in their learning but in others the targets are too broad and do not tell pupils what the next steps are. Also, there are limited opportunities for pupils to act on teachers' comments and revise or redraft their work.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher sets a very clear direction for the school. There are good policies and procedures in place to monitor and evaluate the school's work. These include regular lesson monitoring with constructive written feedback to teachers, the scrutiny of pupils' work in books, regular feedback to governors about the school's work and a thorough analysis of attainment and progress for all groups of pupils within the school as well as the analysis of attendance. The school has ensured that all procedures to safeguard pupils are in place, up to date and meet current requirements. There are good links with the local community, the local authority and other outside agencies, such as the educational psychologist, speech and language therapists, the English as an additional language service and the special needs support service.

Links with parents and carers are good. They are kept well informed about pupils' progress and behaviour through letters and meetings, questionnaires and regular newsletters. The school works hard to improve pupils' life chances and to tackle discrimination. This has had an impact on raising the attainment of underachieving boys, and in narrowing the gap between boys and girls.

The governing body carries out its statutory duties satisfactorily and governors play an increasing part in the life of the school through being linked to curriculum areas, meeting with subject leaders and being attached to individual classes. They act as critical friends and are very supportive of the headteacher and staff but their role in challenging the work of the school and in setting a strategic direction is currently underdeveloped. They promote community cohesion well and have good links within the local community and beyond. A recent initiative to site a youth shelter within the school grounds for evening use is ongoing and they have supported the school's work to

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

achieve International School status.

The heavy workload of the staff in this small school, coupled with the lack of a deputy headteacher due to budget constraints and the high turnover of staff, makes value for money satisfactory.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children of Reception age are taught in a mixed class with Year 1 pupils. They have settled into school well in the first two weeks of term and are beginning to understand school procedures and routines. There are good links with the local play group and good transition arrangements. Children start school with broadly average skills and knowledge in most areas of learning but their social development and elements of communication, language and literacy are underdeveloped and teachers concentrate on these elements in the first few weeks. During the inspection children were enthusiastically taking part in the activities provided for them. Children's behaviour is generally good and they are learning to cooperate with each other and starting to engage with the adults in the classroom. In the outdoor area children were enjoying painting their feet and making footprints with the nursery nurse but the other resources on offer were limited and did not stimulate child-initiated play. The Reception teacher is new to the school and she has already started to assess the children's progress and learning and has made a learning log for every child which was shared with parents at a parents' consultation evening held during the inspection.

The leadership of the Early Years Foundation Stage has recently been taken over by the

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
 Please turn to the glossary for a description of the grades and inspection terms

headteacher. She has identified that the balance of activities currently on offer do not make strong enough links between the six different areas of learning. Children are not yet focused on an activity and tend to wander from one to the other because the activities are not engaging enough. Also, most activities are adult led and there are not enough opportunities for pupils to initiate for themselves high quality structured play. The adults have formed good relationships with the children and all welfare arrangements are in place and meet current regulations.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

There were 100 parental questionnaires sent out and 30 returns. The overwhelming majority of parents who responded were supportive of the work of the school. Parents felt strongly that their child enjoyed school, that the school helps their child to have a healthy lifestyle and that they are kept informed about their child's progress. Parents commented that the school is a very pleasant place, that the school helps their child with special educational needs and some new parents said that their child has settled into school well. Inspectors agree with these comments. A few parents, although very small in number, said that they were concerned about the progress of their child or that their child's special educational needs were not met. The inspectors did not find any evidence during the inspection to support these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newport Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 30 completed questionnaires by the end of the on-site inspection. In total, there are 93 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	43	20	54	1	3	0	0
The school keeps my child safe	15	39	21	55	2	5	0	0
The school informs me about my child's progress	17	45	15	39	4	11	1	3
My child is making enough progress at this school	17	44	16	41	4	10	0	0
The teaching is good at this school	13	41	17	53	2	6	0	0
The school helps me to support my child's learning	13	35	19	51	5	14	0	0
The school helps my child to have a healthy lifestyle	10	31	20	63	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	43	19	51	2	5	0	0
The school meets my child's particular needs	13	34	20	53	4	11	0	0
The school deals effectively with unacceptable behaviour	15	39	20	53	3	8	0	0
The school takes account of my suggestions and concerns	13	36	19	53	2	6	0	0
The school is led and managed effectively	16	42	19	50	0	0	0	0
Overall, I am happy with my child's experience at this school	25	64	11	28	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Inspection of Newport Primary School, Brough, HU15 2PP

Thank you for taking the time to talk to me and to fill in the pupil questionnaires when I visited your school recently to see how well you are all doing. You were very friendly and gave up your time to tell me how much you enjoy school. I found that most of you behave well in your lessons and in the playground. You are eager to learn and join in enthusiastically in lessons. Most of you said that you feel safe in school and that any bullying was dealt with quickly. You also told me that you are very proud of your 'International School' award and that you enjoyed finding out about other children around the world. Some of you were lucky enough to visit Norway to see for yourselves what life is like and the rest of you have participated when children from other schools have visited you.

The youngest children in Rowan class have settled in well and you are helping by taking care of them at playtimes and lunchtimes: well done! I have asked your teachers to make sure that these children have more opportunities to learn through structured play activities which they choose for themselves. They are going to have a look at the planning to make sure that this happens. They are also going to make sure that the outdoor area has more resources so that it is more exciting for them to play out there and this will help them learn.

I found that the school is offering you a satisfactory standard of education. The majority of you do well in reading, mathematics and in science but some of you do not make as much progress in writing. I have asked the school to help you to make as much progress in writing as you do in other subjects by giving you better learning targets and making sure that those of you who can do harder work are always given it. I have also asked your teachers to make sure that, after they have marked your work, they tell you what you need to do next to improve it and give you time to carry out the corrections.

The headteacher and the governing body work well together but I have asked the governors to be even more involved in the school and to check more regularly that improvements are carried out. I have also asked them to make sure that your new teachers know how things work at your school and to help the headteacher by developing their roles in managing some areas.

You can all help your teachers by learning your targets and by continuing to attend every day and behaving well. I wish you all success in your future careers.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.