

Newbarns Primary School

Rising Side, Barrow-in-Furness, Cumbria, LA13 9ET

Inspection dates 14–15 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Children start in the Nursery with skills and abilities that are well below what is typically found. Pupils leave Year 6 with above-average standards of attainment. The progress pupils make from starting through to leaving the school is outstanding.
- Standards in reading are exceptionally high throughout the school. In 2012, three quarters of Year 6 pupils reached a high level in reading compared with less than half nationally. Pupils do better in reading than in writing and mathematics. There are basic systems for checking pupils' progress as they move through the school.
- When young children join the school, they are weak in the skills of listening, expressing views and working with one another. They make very effective headway in the Nursery and Reception classes. Though skills overall remain a little below average, by Year 1 pupils have learnt how to learn, they greatly enjoy school and forge ahead with their education.
- A substantial proportion of teaching is of the highest quality. Teaching is rarely less than good and no inadequate teaching was seen.
- A major strength of the school is pupils' excellent personal development. The school's caring ethos and high expectations of conduct and effort foster pupils' resilience and their pride in themselves and in their school. Pupils feel safe and secure.
- Pupils' manners are impeccable, as is their behaviour. They are unfailingly considerate of one another, scrupulously polite to visitors and respectful to their teachers. Their enthusiasm for school life underpins earnest endeavour in the classroom and vigorous commitment in the wealth of additional activities that the school provides.
- The vast majority of parents express strong support for all that the school does. Staff questionnaires indicate exceptionally positive views on the school's work and the way it is led.
- The headteacher has high ambition for the success of pupils, academically and in wider aspects of life. This vision is strongly shared by the staff and governors, who are unstinting in their commitment to the school's work. Morale and eagerness for success are exceptionally strong throughout the school community. The tireless efforts of the headteacher and other staff have been sustained over many years; the school has been judged outstanding at three previous Ofsted inspections.

Information about this inspection

- The inspectors observed 23 lessons, and teaching was seen in almost all classrooms. Two lessons were jointly observed with senior staff. In addition, brief visits were made to several classrooms and inspectors listened to pupils reading. National tests were underway in Year 6 and tests were being conducted in Years 2, 3, 4 and 5. This limited the range of lessons that inspectors could observe.
- Meetings were held with six members of the governing body and with a representative of the local authority. The inspectors also held meetings with the headteacher, deputy headteacher, middle leaders and a group of pupils.
- The inspectors observed the school's work and looked at a number of documents. These included pupils' work in the current year, data on pupils' achievements in national assessments, information on pupils' progress and the school's evaluation of its strengths and areas for development. Records on provision for those pupils who need additional support, safeguarding procedures and behaviour and attendance records were also examined.
- The 48 responses to the online questionnaire (Parent View) were considered, together with a survey of parents' views that had been conducted by the school. There were 33 questionnaires completed by staff.

Inspection team

Jim Bennetts, lead inspector

Additional Inspector

John Ellwood

Additional Inspector

Karen Bramwell

Additional Inspector

Full report

Information about this school

- This is a well above average-sized primary school.
- Almost all pupils are of White British family heritage.
- The proportion of pupils eligible for pupil premium funding is similar to the national proportion. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.)
- The proportion of pupils whose learning needs are supported through school action is well above average. The proportion of pupils supported at school action plus, or with a statement of special educational needs, is close to the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is nursery provision in the morning and in the afternoon. There are 14 other classes, two for each year group.
- The headteacher, after many years in post, will retire in August. Governors are in the preparatory stages of making a new appointment.
- The school has a before-school breakfast club. There is childcare provision in the adjoining Children's Centre which is inspected separately and for which there are separate inspection reports.

What does the school need to do to improve further?

- Raise achievement further in writing and mathematics by:
 - pinpointing the next steps that pupils and their teachers need to take to improve pupils' progress within a lesson and over longer periods of time
 - enabling pupils to grasp precisely what they need to do to improve their skills.
- Strengthen leadership and management by:
 - sharpening the precision with which pupils' progress is assessed and tracked, so that any unevenness in progress can be attended to
 - enhancing the role of the governing body in checking on the progress that different groups of pupils are making.

Inspection judgements

The achievement of pupils is outstanding

- From starting points well below those typically found, pupils make outstanding progress overall, leaving with standards that are above average.
- Pupils make very effective progress in the Nursery and Reception classes and are well braced for getting on with learning in Year 1. Progress surges strongly when pupils are in Year 6. The school's assessments suggest some unevenness in progress from year-to-year as pupils move through the school.
- Reading is a major strength. Pupils in Years 2, 4 and 6 read to inspectors with aplomb. Younger pupils develop strong understanding of the sounds that letter combinations make; in one session for that purpose, progress was outstanding. Older pupils are avid readers. They have an excellent grasp of a wide vocabulary; they gain a clear impression of characters in a story and enjoy reading publications in a variety of styles. Exceptional capability in reading builds pupils' confidence and empowers their learning across the curriculum.
- Standards are not as high in writing as in reading. Pupils' handwriting is generally well developed at an early age; it is neat and fluent. Pupils have good ideas for stories, often make good use of words, and write quickly. Particularly strong progress was seen underway in Year 6. Teachers identify spelling slips and pupils make corrections, using dictionaries if need be. However, with a few pupils some spelling patterns, or the uses of punctuation, have not been firmly established over time. Struggling with punctuation, some older pupils have difficulty getting syntax right. Occasionally, a steer within a lesson, as well as sustained guidance over time, is called for. Yet, taking reading and writing together, standards in English are distinctly above average by Year 6.
- Standards in mathematics are lower than in reading; by Year 6, standards are slightly above average. Pupils set out their work neatly using correct mathematical notation. They become competent in secure methods such as column subtraction and long multiplication. They can apply skills in other subjects, for example with making pizza boxes in technology. Some older pupils write lucidly to explain how they have tackled a multi-stage problem. However, very occasionally, some pupils could cope with harder work, and sometimes those getting in a muddle in a lesson need closer monitoring to ensure efficient progress.
- In 2012, Year 6 pupils who were entitled to pupil premium funding, including those known to be eligible for free school meals were nearly a year ahead of similar pupils nationally in reading. Overall, they were a little behind other pupils in the year but about a term ahead of similar pupils nationally. Pupils on the special needs register are well supported and make very effective progress from their starting points. All have equal opportunities for success.

The quality of teaching is outstanding

- A substantial number of lessons have outstanding teaching and teaching is rarely less than good. No inadequate teaching was seen.
- Pupils' books show an ample quantity and variety of work. Work is neatly presented and pupils take pride in it. Pupils are very attentive in lessons. They get underway with tasks very quickly. They are keen to please their teachers. Their appetite for knowledge and skills is palpable. Pupils' commitment to learning is a key factor in their outstanding progress. Pupils' perseverance and eagerness reflect the ethos of the school, which has been built up over many years through the careful vigilance of staff.
- In lessons, relationships are excellent. Pupils enjoy the well-planned activities. There are often different activities for pupils of different ability, carefully matched to their capabilities. The pace is brisk and the level of challenge is usually high. Teachers generally check on progress effectively. Occasionally, a little more help for some individuals would ease things along more productively.
- Marking is encouraging, acknowledges strengths and provides some indication of how

improvements could be made. There is diligent identification of spelling slips. Pupils are set targets such as 'use more punctuation' or 'give more detail' and often have these on their desk. However, sometimes individuals are at a loss with how to deal with specifics such as the punctuation of an embedded clause.

- Occasionally in lessons, teachers do not spot when some pupils could cope with more challenge or when some are getting in a muddle and need guidance. Over time, a few pupils have not mastered skills such as punctuation and the targets they have lack the precision needed to enable them to make step by step improvement.
- The school devotes much time and energy to assessment of pupils' progress; indeed it was a major feature of activity during the inspection. On perusing books, inspectors were generally in agreement with recorded assessment, but occasionally the school seemed to have graded cautiously. Teachers agreed that information might not be up to date and revised some records after marking current tests. The logging of assessments and the use of records to track pupils' progress lacks a degree of precision in order to facilitate efficient intervention to maximise individual pupils' progress.
- Teaching assistants work very effectively. They have a clear grasp of what is to be learnt for each lesson and know the pupils' needs well. Consequently, pupils who find it difficult to learn, including those on the special needs register, make strong progress. Staff are aware of the particular needs of pupils who are vulnerable because of their circumstances and are painstaking in ensuring that they are well looked after.

The behaviour and safety of pupils are outstanding

- A Year 6 pupils said: 'I haven't disliked a single day; it's been a real adventure throughout'. Another followed with: 'The saddest part will be when we leave this year'.
- Behaviour and attitudes in lessons are excellent. Pupils conduct themselves with poise and courtesy throughout the school. Their demeanour in whole-school assembly was admirable. In the playground, they enjoy the opportunity for friendly play; some older boys are naturally boisterous, but all are considerate of others. Enjoyment of school is reflected in above-average attendance. The breakfast club provides a welcoming and wholesome start to the day.
- Pupils say there is no bullying: 'Some banter, like with football; nothing to bother about'. They understand that there can be occasional upsets, but they say there is no real nastiness of any kind. The school's incident logs confirm that there is no unpleasantness of consequence. Pupils are confident that staff would sort out any problems.
- Year 3 pupils' assured presentation of an alternative version of *Red Riding Hood* in assembly raised issues of persistence, patience and caution; the points were well appreciated by pupils of all ages. Pupils know how to look after themselves and one another. Year 6 pupils look forward with cool composure to their secondary schools. They speak with mature wisdom about making new friends and avoiding seeming awkward. With their outstanding academic achievement and well-developed social skills, they face the future with level-headedness and with relish.

The leadership and management are outstanding

- Throughout her long tenure of the post, the headteacher's resolute ambition for pupils' prospects and the betterment of the local community have been paramount in all that has been planned and accomplished. She is well supported by senior staff and can count on the loyalty and unflagging support of staff at all levels.
- Very productive relationships have been built with the local community. The adjoining Children's Centre was built on the school's initiative. Parents are fully involved in their children's learning; recently with mathematics. They are included in wide-ranging out-of-hours activities. Parents are full of praise for the school.
- Outstanding achievement has been sustained as a result of outstanding teaching – management procedures are highly successful. Steadfast efforts are made, not only to promote pupils'

progress, but also to monitor it. However, the systems for logging attainment have insufficient refinement to give an entirely reliable picture at all times of the state-of-play with the progress of individuals and classes. The progress of boys, girls and those with particular needs can be picked up on a pupil-by-pupil basis, but that of groups is not analysed systematically.

- Procedures for checking on the work that staff do are rigorous and the pay progression of staff is now firmly determined by appraisal evidence. Staff have clear targets and good opportunities for training.
- The curriculum is well crafted. Pupils talk with enthusiasm of activities such as the percussion club, the choir's performances out in the community, the computer club, and a wide range of sports. They are enthralled by opportunities on the residential visits in three year groups. There are sensitive confidence-boosting sessions for some groups of pupils. The school council is well organised and accorded a wide and real remit – for instance, after consultation among pupils, carpet colours are chosen. Displays give witness to purposeful links with schools in Pakistan and Preston. The diverse and well-considered opportunities are highly successful in promoting pupils' spiritual, moral, social and cultural development. Pupils of all backgrounds and abilities thrive; they have no truck with any form of discrimination.
- The local authority has provided light-touch support for this outstanding school, but does not have extensive knowledge of how things stand.
- **The governance of the school:**
 - Governors staunchly support the school and are zealous for its success. They ensure that safeguarding policy and practice meet requirements. Their stewardship of finance and building matters is excellent. They are now vigilant in checking the appraisal of staff and its connection with pay. Governors have been trained for their work. They have made sensible decisions on use of pupil premium funding, but they have not checked sufficiently on entitled pupils' progress. Data on the year-by-year progress of different groups of pupils is not available to governors in a readily manageable form.

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	112244
Local authority	Cumbria
Inspection number	412290

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	472
Appropriate authority	The governing body
Chair	Martin Bates
Headteacher	Jill Byrne
Date of previous school inspection	11 March 2008
Telephone number	01229 877442
Fax number	01229 814860
Email address	admin@newbarns.cumbria.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 assesses 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 0300 123 4234, 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 information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

