School report

Inspection of Newburn Manor Primary School

Millfield Lane, Newburn, Newcastle upon Tyne, Tyne and Wear NE15 8PD

Inspection dates: 16 and 17 November 2022

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	**Good**

What is it like to attend this school?

Newburn Manor Primary School is a happy, caring and supportive place to be. Pupils value the strong relationships that they have with staff. Pupils enjoy coming to school and attend regularly. Parents speak highly of the school. They describe the school as being a place where their children can thrive and flourish.

Leaders and staff are ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND). Staff provide a wide range of rich experiences for pupils. They benefit from many educational visits, clubs and residentials. For example, pupils enjoy taking part in the forest school activities including hill walking, rope adventure and creating dens for animals.

The way pupils behave is to be admired. They are respectful, polite and considerate. Classrooms are calm. Pupils can learn without being disturbed by others. From the youngest children upwards, pupils take turns, listen to each other and know how to discuss and debate ideas. Pupils are articulate and confidently express their opinions.

Pupils understand that there can be different types of bullying. They say it does not happen in school but that adults would address it quickly if it did. Pupils feel safe. This is because they know that staff always have time to listen to them.

What does the school do well and what does it need to do better?

Leaders have designed the curriculum well. The curriculum is broad and ambitious. It meets the needs of all pupils, including pupils with SEND. Teachers help pupils recall and practise their learning. For example, in geography teachers use a 'question and answer' session to help pupils recall their knowledge about rivers.

Leaders have identified the knowledge and skills that pupils should learn and remember over time. Teachers help pupils to build their knowledge in a clear sequence. As a result, pupils make good progress. For example, in art pupils learn how repeated printed patterns on material are used by different fashion designers and why. They then extend their knowledge by learning how to make repeated designs using colours, shapes and initials. Pupils are then able to create a design for their own material. However, in some subjects pupils do not build their knowledge in this step-by-step way. This is because leaders have not identified the sequence in which subject knowledge should be taught.

Pupils enjoy and are eager to share their reading experiences. They have favourite books and look forward to having time to read in school. Teachers begin phonics teaching as soon as children join Reception. They learn new sounds each day and keep practising the ones that they already know. This helps them learn how to read more and more words. Extra help is provided to make sure that all pupils can keep up with their reading.

The early years leader has developed a welcoming and nurturing environment for children as they join the school. Staff extend children's vocabulary skilfully. They build positive relationships quickly with children and parents.

Pupils are very enthusiastic about their learning and enjoy being challenged. For example, in Year 6, pupils answer multistage questions and select the best method for calculation using multiplication and division. In subjects such as geography, maths and early reading, teachers use feedback to help pupils to understand how and why they are making progress. However, teacher feedback is not used consistently across all subjects. As a result, some pupils find it difficult to identify and talk about what has helped them to be successful in their learning.

The pride pupils have for their school is reflected in their behaviour. From Reception to Year 6, pupils know why they have rules and that they are to help everyone learn and play together. Children in early years quickly get used to routines. They respond immediately to adult instructions and demonstrate good independent skills.

Pupils with SEND are very well supported. Effective support plans help pupils with SEND to make strong progress towards their targets. The special educational needs coordinator (SENCo) works closely with parents to provide specialist support and guidance.

The school has an unwavering commitment to the personal development of pupils. Pupils have a very good understanding of the fundamental British values, such as respect and democracy. Their understanding of equality is a particular strength. Pupils are very knowledgeable about how to keep themselves safe including when online. Pupils enjoy taking on responsibility in school, including being a 'family group' captain.

Governors are knowledgeable about their roles. They know the strengths of the school. Leaders are considerate of staff's workload. Staff feel valued and well supported. The vast majority of parents speak highly of the school.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of care in the school. Staff know the pupils and their families extremely well. Pupils are at the centre of every decision made regarding their safety and care. Leaders use regular training and updates to keep all staff informed about the risks to pupils. Staff are clear about how to spot any warning signs and raise concerns quickly.

Safeguarding record-keeping is accurate and up to date. Communication between staff is strong. This ensures nothing is overlooked. Pupils say that they feel safe in school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not identified the appropriate sequence in which to teach the key subject knowledge. As a result, pupils do not embed the subject knowledge and understanding they need to make progress. Leaders should ensure that teachers understand the core knowledge to be taught, and in what order, to meet the planned curriculum end points.
- Teachers do not use feedback consistently across all subject areas to enable pupils to identify how and why they are making progress. As a result, some pupils are not clear why they have been successful. Leaders need to ensure that teachers use feedback regularly to enable pupils to identify what they have achieved and how to use this to support their overall learning.

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	108447
Local authority	Newcastle upon Tyne
Inspection number	10241565
Type of school	Primary
School category	Foundation
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair of governing body	Jill Brown
Headteacher	Stuart Pickup
Website	http://www.newburnmanorprimary.co.uk
Date of previous inspection	12 July 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders run a breakfast club.
- The school does not have nursery provision.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, art, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors considered information on the school's website.

- Inspectors reviewed the school's safeguarding arrangements. This included examining the record of employment checks on school staff.
- Inspectors listened to a range of pupils read from different year groups.
- Inspectors observed pupils' behaviour in class and at other times through the day.
- During the inspection, inspectors had formal meetings with the headteacher, deputy headteacher, subject leaders, the SENCo, the designated safeguarding lead, the early years leader, governors, the school's independent advisor and a representative of the local authority.
- Inspectors took account of responses to the Ofsted's online survey, Ofsted Parent View, the pupil survey and the staff survey.

Inspection team

Anne Vernon, lead inspector	Ofsted Inspector
Dom Brown	Ofsted Inspector

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