

Inspection of Newnham St Peter's Church of England Primary School

Station Road, Newnham, Gloucestershire GL14 1AT

Inspection dates: 21 and 22 March 2023

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?

Pupils at Newnham St Peter's enjoy their learning and attend well. Leaders have created an inclusive learning environment. Pupils report that everyone is friendly and well cared for by each other and by the adults. Pupils celebrate everyone's individual differences and similarities. The school community lives out the school's vision of 'cherish everyone, flourish together, serve others'.

Pupils conduct themselves well around the school. They are polite, respectful and a credit to their school. Relationships between adults and pupils are strong. Pupils and parents appreciate the focus on pastoral support and well-being. Pupils report that bullying is rare. They know who to talk to if they have any concerns or worries.

Pupils show highly positive learning attitudes in lessons. This is because leaders and adults have high expectations of the pupils. Pupils cooperate well in lessons. Teachers manage any distractions effectively to bring pupils' focus back to their learning.

Pupils know the values of the school, including respect and forgiveness. They explain how they can show these in their everyday interactions. Pupils relish the opportunities to become playground leaders, worship leaders or part of the school council. They value being able to support others.

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

Since the previous inspection, there have been significant changes to the leadership and staffing at the school. Governors have ensured there is now stable and secure leadership. Parents are appreciative of the new leaders and their communication with them. Leaders have high ambition for every pupil, including those with special educational needs and/or disabilities (SEND). They ensure that strengthening the quality of education is an important focus of their work. Action taken to develop the curriculum in the core subjects has had a positive impact on pupils' progress in response to the most recent published outcomes.

Leaders prioritise reading. Pupils know the expectations of reading daily in school and at home. As a result, they are eager to read and say that books 'transport them to a different imaginary world'. Leaders ensure that there is a consistent approach to the teaching of phonics. This enables children in the early years to know the sounds that letters make. Adults skilfully support pupils to use their knowledge of sounds and apply this to both their reading and early writing. Teachers make sure that pupils who struggle receive the support they need to keep up. Pupils develop their fluency in reading by the time they reach Year 2.

Leaders have designed a curriculum that is designed well for most subjects. In mathematics, pupils have opportunities to apply their increasing knowledge to solve more complex mathematical problems. In physical education (PE), leaders are clear

about the important knowledge pupils must learn to achieve the ambitious curriculum end points. Pupils build their knowledge and skills well. However, in some subjects, leaders have not been precise enough about what pupils need to know. Pupils struggle to recall previous learning. This makes it difficult for them to build their knowledge well over time. In addition, some subject leaders are new to their roles. They do not demonstrate the necessary expertise to support teachers to deliver some aspects of the curriculum effectively.

Children make a good start in the pre-school. Staff provide opportunities to develop children's early language. Leaders have designed a curriculum that prepares children well for the transition into Reception. There are inviting resources and learning tasks for children to work on. These help children prepare well for the next stage in their education. Relationships are positive with children and parents.

Pupils with SEND are supported well. Leaders ensure that staff have the expertise to be able to meet the needs of these pupils. Leaders set clear targets for pupils. Teachers use these to adapt learning to help pupils with SEND learn successfully. Parents are included in the support and decision making for their children.

Leaders pay close attention to pupils' well-being. They have worked with external support to train some pupils to be well-being ambassadors. Pupils use this to support other pupils. Pupils enjoy representing their school in competitions such as sporting events and nature quizzes. They value the opportunities to extend their learning outside of school. These include visits to museums and the theatre and visitors into the school. Teachers use these experiences, when in school, to enhance pupils' learning. Staff feel valued and appreciate leaders' support in helping to reduce their workload and prioritise their work.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a culture of vigilance and care from all adults in school to keep pupils safe. Staff have regular training and updates to enable them to know their roles and responsibilities. Leaders keep robust records of concerns. Governors make regular checks on the safeguarding systems and on new staff joining the school.

Leaders work well with outside agencies to support those families in need. They have created an open-door culture to enable families and pupils to find the help they need. The school provides strong pastoral and welfare support for pupils. Leaders have utilised the support of the local church to help families in different ways.

Pupils feel safe in school. They have a secure understanding of how to keep themselves safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders do not make clear the precise knowledge pupils need to learn. This means that pupils do not build their knowledge well over time. Leaders need to review the curriculum in these subjects to ensure that pupils learn more and remember more over time.
- Many of the new subject leaders do not yet have the expertise they need to support other teachers to deliver the curriculum effectively. This hinders the effectiveness of the curriculum in some subjects. Senior leaders should ensure that subject leaders have the expertise to carry out their roles effectively. In turn, subject leaders should ensure that they support teachers to deliver the curriculum effectively.

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	115694
Local authority	Gloucestershire
Inspection number	10228015
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	108
Appropriate authority	The governing body
Chair of governing body	Beverley Bowles
Headteacher	Guy Phillips
Website	www.newnhamstpetersschool.org.uk
Date of previous inspection	14 March 2017, under section 8 of the Education Act 2005

Information about this school

- Newnham St Peter's Church of England Primary School has undergone significant changes in staffing and leadership since the previous inspection. The school now has a new leadership team in place. This is being supported by the Severn Federation Academy Trust.
- Newnham St Peter's Church of England Primary School is a smaller than average voluntary-aided primary school in a rural location.
- The school includes provision for three- and four-year-old children.
- The school does not use any alternative provision.
- The school's most recent section 48 inspection under the Education Act for schools of a religious character took place in January 2017. The school was judged to be outstanding.

Information about this inspection

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

- This is 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 met with the headteacher, senior leaders, special educational needs coordinator, subject leaders, a group of staff and members of the governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and PE. Inspectors discussed the curriculum with subject leaders, visited lessons across the school, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors scrutinised information relating to safeguarding, behaviour and school self-evaluation.
- The inspectors spoke to parents and carers, reviewed responses to Ofsted Parent View, including free-text responses, and reviewed responses to the staff and the pupil survey.

Inspection team

Paul Smith, lead inspector	Ofsted Inspector
Andrew Evans	Ofsted Inspector

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