

Newton Leys Primary School

San Andres Drive, Newton Leys, Milton Keynes, Buckinghamshire MK3 5GG

Inspection dates

18–19 June 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The headteacher provides inspirational and effective leadership. She is persistent in her drive to improve all aspects of the school so that pupils have every opportunity to succeed.
- Strong senior leaders share the headteacher's vision and ambition and drive the school forward.
- Leaders make this a special place in which to learn and work. Everyone is valued and respected and all work together as a team.
- The quality of teaching, learning and assessment is good because of the effective action taken by senior leaders. Developing middle leaders will help to achieve greater consistency of good teaching and more pupils would make strong progress across the curriculum.
- Pupils are extremely polite, and their behaviour is impeccable.
- Pupils feel very safe at school. They have a thorough understanding about how to keep safe, and help one another to do so. They are well supported by the school's meticulous attention to detail for the safety of everyone.
- All pupils, including those with special educational needs and/or disabilities (SEND), or who are disadvantaged, and those who speak English as an additional language, make good progress.
- Children in the Nursery and Reception classes benefit from very high levels of care and support. They make outstanding progress from their different starting points.
- The large majority of parents and carers are very supportive of the school. They believe that their children are well cared for and make strong progress in their learning.
- Leaders and staff make a strong contribution to pupils' spiritual, moral, social and cultural development. Pupils are well prepared for life in modern Britain because they are taught to be tolerant and show respect for other people's beliefs. They appreciate the importance of understanding what is right and wrong.
- Governors have a good knowledge of the school and community and contribute well to the continual drive to improve the school. They are effective in supporting leaders and holding them to account, but should be checking progress more regularly against the school improvement plan.
- The school's curriculum is very engaging and supports pupils' progress well. However, in some subjects, more thought should be given to the knowledge and skills that need to be taught in order for pupils to deepen their learning effectively.

Full report

What does the school need to do to improve further?

- Continue to develop the wider curriculum so that it deepens pupils' learning in all subjects.
- Strengthen the role of middle leaders so that they make a greater difference in improving teaching and learning.

Inspection judgements

Effectiveness of leadership and management

Good

- The school is led by a dedicated and inspiring team of leaders. The headteacher provides outstanding leadership. Her energy and passion is infectious and she is highly respected by the school community. Almost all parents who responded to Ofsted's online questionnaire said that the school was well led and managed, and 99% of them would recommend the school to others.
- The headteacher has very high expectations of her staff and pupils. She does not accept second best and has worked hard since the school opened to ensure that all pupils have a good standard of education in a safe and caring environment. She has been absolutely determined to lead a school that will be at the heart of the community. She has managed the expansion of her school extremely effectively and has skilfully developed her staff team as the school has grown.
- The leadership team is very diligent in its work and its members are not afraid to question and challenge one another. Each member of the team is passionate about what they do, and they do it extremely well. They are absolutely committed to supporting every pupil to achieve their very best through learning experiences that are fun and challenging.
- Senior leaders carry out detailed research into different methods of delivering learning to ensure that they find the best ways of teaching their pupils. For example, leaders' introduction of a 'read to dogs' charity into school is helping pupils to improve the quality of their reading significantly while also supporting pupils who have low self-esteem and confidence.
- Senior leaders are thorough in their monitoring to find out the school's strengths and weaknesses. They focus sharply on the quality of teaching and learning and pupils' progress and attendance. Where weaknesses are identified, swift action is taken to address issues, and improvement is expected to be timely.
- Staff share a strong sense of purpose and morale is high. High-quality professional development is carefully planned. It links with whole-school priorities as well as the needs of individual staff. Staff are very positive about the training and support they receive and all of them say that they enjoy working at the school. They display an absolute commitment to the well-being of all pupils.
- Leaders of English, mathematics and science ensure that staff are well supported to deliver a curriculum that is fit for purpose. Their work in embedding strong practice across the school is having a positive impact on pupils' outcomes.
- Time is being invested in developing the roles of middle leaders to support them in developing strong teaching, learning and assessment in a range of other subject areas.
- The curriculum is engaging because learning intentions are meaningful and relevant to pupils. It supports pupils in making good progress while helping pupils to develop as well-rounded individuals who learn from their own experiences as well as from the experiences of others. Although a wide range of subjects are taught, teachers are not always clear about how and when to teach skills and knowledge in order to deepen

pupils' learning in all subjects.

- The curriculum is enriched and developed extremely well through many visits and other activities. A wide range of extra-curricular activities, from 'puzzle club' to choir, is also on offer.
- The curriculum supports pupils' spiritual, moral, social and cultural development well, and pupils reflect on issues related to equality and diversity to promote positive attitudes and effective relationships.
- The values of the school are successfully embedded within pupils' day-to-day experiences. Pupils therefore actively promote them in all that they do. The school's values interlink seamlessly with fundamental British values.

Governance of the school

- Governors have a good understanding of the school's strengths and weaknesses. They have been proactive in increasing the levels of challenge they provide for leaders. Minutes of governors' meetings show that leaders are held to account for the quality of teaching, learning and assessment, as well as for the quality of pupils' outcomes. Governors strive to ensure that what they do makes a positive difference to pupils' education wherever possible.
- Governors make regular visits to the school to keep up to date with the actions that leaders are taking. Governors follow a strict visit protocol and report back to the full governing body. In addition, they receive timely information from leaders in detailed reports and presentations.
- Governors manage their budget well and insist on providing good value for money. Working with leaders, they ensure that the school's facilities are made available to a variety of community groups. This further establishes the school at the heart of the community and also brings in revenue that directly contributes to the pupils' education.
- Governors monitor the spending of additional funding and hold leaders to account to ensure that the funding has a direct impact on pupils' outcomes. For example, governors challenge leaders to demonstrate the impact of additional intervention and support for disadvantaged pupils to ensure that the pupil premium is spent effectively. Governors also ensure that the physical education and sport premium is being spent appropriately to have a positive impact on pupils' progress and participation in sport.
- Governors understand and fulfil their statutory duties well, particularly those relating to safeguarding and pupils' welfare. They carry out regular checks to be absolutely certain that the school's systems and procedures keep all pupils safe.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding which places pupils at the heart of the school's work. Staff are clear about the signs and symptoms of pupils being at risk and have clear procedures to follow if they have a concern about a pupil.
- Leaders follow up any concerns quickly and make referrals when necessary. Furthermore, leaders are not afraid to escalate a concern if they feel that the issue has

not received an adequate response.

- Pupils learn to keep themselves safe, including when using the internet. The school has very clear guidance about staying safe online, and pupils explained the risks clearly. Teachers ensure that pupils develop a strong understanding of how to keep safe beyond the school environment and reward pupils for doing so. For example, one boy received a headteacher's award for wearing his helmet and high-visibility jacket when out cycling.
- Parents support the view that their children are kept safe in school, and almost every parent who responded to Ofsted's online questionnaire, Parent View, said that they believe their children are well looked after.

Quality of teaching, learning and assessment

Good

- Teaching is at least good across all year groups.
- Teachers are skilled questioners. They use questions to enable pupils to move beyond the obvious. This adds to the levels of interests in most lessons. Teachers also address misconceptions through questioning so that pupils learn from their mistakes.
- Pupils' attitudes to learning are very positive. Very strong relationships between pupils and staff complement the purposeful learning environment found in lessons.
- Teaching assistants often have secure subject knowledge, and provide high levels of challenge and support, helping to ensure that pupils make good progress. They support pupils effectively, particularly pupils with SEND. Teaching assistants use their firm understanding of tasks and activities, helping pupils through doing tasks and modeling them well. This was seen when a small group of Year 4 pupils were provided with access to good resources to help them gain a secure understanding of place value.
- In mathematics, pupils develop their knowledge, skills and understanding well because teaching meets pupils' needs. For example, in Year 2, pupils developed their reasoning skills and used equipment well because of the teacher's effective planning and pupils' collaborative support for one another.
- In English, pupils develop reading skills well. The coherent and well-implemented reading strategy encourages pupils to read regularly in school and at home, and to investigate different types of literature.
- Phonics strategies are taught well. Teachers use their good subject knowledge to interest and engage pupils. For example, in Year 1, pupils concentrate hard on consolidating their knowledge of phonics and blending sounds together to make more complex words. In other classes, teachers ensure that pupils with less phonics knowledge develop skills quickly, because resources and teaching strategies meet their needs well.
- The school's specialist teachers skilfully challenge pupils to extend their knowledge and skills in particular areas. For example, in a computing lesson, pupils in Year 3 were challenged to devise two algorithms which they could use to move their 'sprite' around the screen with the directional arrows. Pupils worked well together to complete the challenge, while focusing on the development of specific language and skills, as

carefully planned by the teacher. In addition, the very positive relationships within the group enabled pupils to take risks and extend their level of challenge.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are extremely confident and self-assured learners. They are positive about their learning and fully engage in lessons. They are always keen to make contributions to the lesson and to respond to questions. Pupils are often given opportunities to discuss and debate issues, expressing their views coherently and with passion.
- Pupils explain confidently how to stay healthy, and many enjoy the balanced meals cooked in the school kitchen. A boy in key stage 1 explained that his favourite food was fish because it gave him the protein he needed to grow strong.
- Pupils like to stay fit and make the most of the school's extensive outdoor space and facilities, including the astro turf and the trim trails.
- Pupils have been taught how to manage any incidents of poor behaviour that affect them directly. They hold up their hand and say firmly, 'Stop doing that. I don't like it.' They repeat this if necessary, and pupils told inspectors that this was often enough to solve a problem. If not, pupils knew that an adult would help them.
- Pupils understand all types of bullying, including cyber bullying, and are confident in how to stay safe. They feel that there are no incidents of bullying, but if they have any concerns, they know they would be addressed quickly.

Behaviour

- The behaviour of pupils is outstanding. If, on occasion, pupils were not paying attention or doing as requested, they were quickly and calmly brought back to task.
- Pupils behave extremely well in lessons. They cooperate and support each other readily. They listen to teachers' instructions carefully and follow requests with enthusiasm.
- Staff across the school promote positive behaviour skilfully and consistently. They model very positive attitudes and these attitudes are infectious. Inspectors were warmly welcomed to the school by all pupils they met. This was not just done for the inspection, but is what is expected of pupils and staff whenever the school has visitors.
- Good behaviour and positive manners are apparent on the playground, in the dining hall, in clubs, and as pupils move around the school. Pupils are polite and sensible, showing self-discipline in a range of situations.
- Attendance is in line with the national average because pupils enjoy going to school and do not want to miss out on their learning. Leaders help parents and families to understand how important it is to be at school. They provide practical support when necessary to ensure that pupils do not miss out on their learning.

Outcomes for pupils

Good

- In 2018, the proportion of pupils achieving the expected standard in reading, writing and mathematics at the end of key stage 1 was in line with the national average. Pupils' outcomes in reading, writing and mathematics at greater depth were below national figures.
- Assessments indicate that outcomes for current key stage 1 pupils will be better than last year, and that most pupils are making strong progress, particularly in reading. Current Year 2 pupils, including disadvantaged pupils and those with SEND, have made much stronger progress in reading, writing and mathematics than in previous years. This year, significantly more pupils at the end of key stage 1 are on track to achieve greater depth in reading, writing and mathematics.
- Current Year 6 pupils are expected to achieve outcomes that are at least in line with national figures, with a significant number of them achieving the higher standards in reading, writing and mathematics.
- Pupils who speak English as an additional language receive very well-targeted support and, consequently, are making strong progress in reading, writing and mathematics. The progress made by this group is often better than that of other pupils nationally.
- Phonics is taught exceptionally well. Year-on-year outcomes have improved, and this year, almost every pupil in Year 1 is on track to achieve the expected standard in the phonics screening check. By the end of Year 2, almost all pupils achieve the expected standard. Those that do not receive targeted support in key stage 2.
- Disadvantaged pupils and pupils with SEND have made significant improvements in phonics over the year. Almost every one of these pupils is on target to achieve the expected standards in the phonics screening check at the end of Year 1. This group now makes progress that is closer to that of other pupils nationally.
- The work in current pupils' books, in a range of subjects, shows that a greater proportion of pupils are making the progress of which they are capable.
- Parents are positive about the education their children receive, and the majority of them feel that the school provides them with useful and timely information about their children's progress.

Early years provision

Outstanding

- Leaders have the highest aspirations for children and are uncompromising in their drive to improve outcomes even further. The proportion of children reaching a good level of development by the time they leave the Reception class is consistently above the average nationally and continues to rise.
- Relationships are strong, and adults and children interact well. Adults use questioning skilfully to find out more about what children have understood and allow enough time for children to formulate their thoughts before speaking. Adults challenge children sensitively in order to develop and extend their ideas and thoughts further. Consequently, children learn to be reflective and investigative learners.
- Staff ensure that classrooms provide a colourful and stimulating learning environment.

The outside area is well planned to ensure that children learn by exploration. During the inspection, children were investigating 'ocean life'. They were busy finding out about different types of sea life and were enchanted by the story of 'Barry the Fish with Fingers'. There was lots of discussion about how many candles should go on to the cakes they were making for Barry's party. As they recounted parts of the story to an inspector, it was very clear that they had learned a wide range of descriptive vocabulary from their teachers and knew how to use it appropriately.

- Children develop their early literacy and numeracy skills extremely well. Through the outstanding teaching they receive, even the youngest children develop a strong awareness of sounds, letters and numbers. By the time they leave the Reception class, most children reach a good level of development in literacy and mathematics.
- Children behave exceptionally well. They sit and listen carefully to the teacher and usually work with perseverance.
- Leaders have absolute clarity about next steps and are committed to providing more learning at greater depth so that children's vocabulary is broadened further.
- Leaders are successful in ensuring that parents share in their children's learning. They allow time for staff to get to know parents and children before they start school.
- Parents spoke positively about strong communications between early years staff and home.
- Safeguarding in the early years is effective. Leaders and staff follow the school's rigorous policies for keeping children safe. There are no breaches of the statutory welfare requirements.

School details

Unique reference number	135270
Local authority	Milton Keynes
Inspection number	10088094

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	274
Appropriate authority	The governing body
Chair	Andrew Shaw
Headteacher	Pippa Villa
Telephone number	01908 630 253
Website	www.newtonleysprimary.org
Email address	office@newtonleysprimary.org
Date of previous inspection	Not previously inspected

Information about this school

- The school opened in September 2016. It is a three-form entry school with a Nursery.
- At the time of the inspection, the school had its first Year 6 class. Consequently, there were no key stage 2 published results to consider during this inspection.
- The proportion of pupils with SEND is above the national average and is increasing as the school grows.
- The proportion of pupils who are supported by the pupil premium is lower than the national average.
- The proportion of pupils who speak English as an additional language is above the national average.
- The school runs a breakfast and after-school club on site.

Information about this inspection

- Inspectors observed learning across the school. Senior leaders visited some lessons jointly with inspectors.
- Inspectors listened to pupils read and reviewed the work in their books.
- Pupils' behaviour in lessons and during breaktimes was observed.
- Inspectors talked to pupils in lessons and around the school and held a formal meeting with pupils. They considered responses to a pupil questionnaire sent out by the school.
- Inspectors visited the school's breakfast club and a 'family play' session.
- Inspectors carried out a scrutiny of pupils' learning in mathematics and writing and looked in other books as they moved around the school.
- Inspectors held discussions with the headteacher, senior leaders, subject leaders and the leader for the early years. In addition to this, inspectors met with members of the governing body, and those responsible for safeguarding, welfare and attendance.
- Inspectors scrutinised a range of documentation, including leaders' evaluation of the school's performance and the school development plan. They also looked minutes of the governing body's meetings, the school's policies and documentation relating to safeguarding and pupils' attendance.
- Inspectors consulted the school's website prior to the inspection.
- Inspectors considered the views of parents gathered during the inspection, in addition to 90 responses to the online questionnaire, Parent View, and the accompanying free-text comments. Inspectors considered the views of staff gathered during formal and informal meetings. They also considered the 39 responses to Ofsted's online questionnaire for staff.

Inspection team

Sarah Varnom, lead inspector	Ofsted Inspector
Christopher Crouch	Ofsted Inspector
Harry Ingham	Her Majesty's Inspector

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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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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