

# Newton Tony C of E Primary School

## Inspection report

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|                                |                   |
|--------------------------------|-------------------|
| <b>Unique Reference Number</b> | 126343            |
| <b>Local Authority</b>         | Wiltshire         |
| <b>Inspection number</b>       | 360056            |
| <b>Inspection dates</b>        | 2–3 February 2011 |
| <b>Reporting inspector</b>     | Janet Sinclair    |

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

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| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Voluntary controlled                             |
| <b>Age range of pupils</b>                 | 4–11   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 36   |
| <b>Appropriate authority</b>               | The governing body                               |
| <b>Chair</b>                               | Keith Foster                                     |
| <b>Headteacher</b>                         | Gaynor Clark                                     |
| <b>Date of previous school inspection</b>  | 21 November 2007                                 |
| <b>School address</b>                      | Newton Tony<br>Salisbury<br>Wiltshire<br>SP4 0HF |
| <b>Telephone number</b>                    | 01980 629232                                     |
| <b>Fax number</b>                          | 01980 629232                                     |
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|---------------------------|-------------------|
| <b>Age group</b>          | 4–11              |
| <b>Inspection date(s)</b> | 2–3 February 2011 |
| <b>Inspection number</b>  | 360056            |

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## Introduction

This inspection was carried out by an additional inspector. The inspector visited 10 lessons or part-lessons, observing three teachers and several teaching assistants. The inspector also held meetings with members of the governing body, senior staff and groups of pupils. She scrutinised samples of pupils' work, and looked at a wide range of documentation, including policies, the school development plan and records of pupils' progress. She considered the 23 responses from questionnaires returned by parents and carers.

The inspector reviewed many aspects of the school's work. She looked in detail at a number of key areas.

- Attainment and rates of progress for all groups of pupils.
- The extent to which teaching and the curriculum meet the varying needs of pupils within the mixed-age classes, particularly the provision for science and information and communication technology (ICT).
- The impact of initiatives to bring about improvement in provision since the last inspection.

## Information about the school

Newton Tony is much smaller than the average-sized primary school. There are two classes in the school, both of which are mixed age. Children in the Early Years Foundation Stage share a class with pupils in Years 1 and 2. There are a small number of pupils from minority ethnic groups. There is a below-average proportion of pupils with special educational needs and/or disabilities. These are mainly moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils who join or leave the school other than at the usual times is above the national average. The school has attained the International Award.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Newton Tony is a good school. It is well led by an effective headteacher who has ensured a strong family atmosphere where pupils of all ages relate extremely well to each other and work harmoniously together. Excellent relationships and a positive learning environment ensure all pupils are keen to come to school and this is reflected in their good attendance. The school is at the very heart of its community and pupils in turn make an excellent contribution to it. This is seen in events such as the whole-community celebration of Harvest and the May Fair. Parents and carers are very supportive of the school and fully appreciate its welcoming, friendly atmosphere, the active community spirit and, as one parent, perceptively, stated, 'the real atmosphere of happiness about the place'.

Reception-age children settle well into school routines and quickly become confident learners. They are helped greatly in this by the welcoming environment created and the care they get from older pupils. They make satisfactory progress. They make good progress in learning their letters and sounds due to the daily, well-planned provision which engages and challenges them. The children enjoy their independent activities, but planning for these is insufficient to ensure they are challenged in their learning. In addition, staff do not question children effectively in order to extend their ideas. Pupils mainly make good progress across the rest of the school to reach above-average standards by the end of Year 6. Science and information and communication technology (ICT) provision has improved since the last inspection due to a greater emphasis on science investigations and the regular use of computers. The school council enjoyed particularly using their ICT skills to make a PowerPoint presentation for governors to show their ideas for the refurbishment of the toilets.

Good teaching and effective assessment, particularly for the older pupils, is ensuring they make good progress in their learning. Pupils enjoy assessing how well they are doing thoroughly and what they need to do to get to the next level. The curriculum is planned to ensure continuity in pupils' learning within the mixed-age classes. Good use is made of visits, visitors and special events to enhance the curriculum. Potentially vulnerable pupils and those with special educational needs and/or disabilities benefit from individual and small-group support targeted at their specific needs. The headteacher has a clear vision for the school and this is shared by staff. Self-evaluation is accurate and areas for improvement are clearly identified in the school improvement plan. The headteacher has driven much of the improvement with her vision for the school's future. Although the governing body is supportive, it does not yet have the skills to gauge fully the success of initiatives to help promote

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further improvement. The school has improved well since the last inspection, when it was found to be satisfactory. On the evidence of the improved progress of pupils and the quality of provision, the school has a good capacity for further improvement.

## What does the school need to do to improve further?

- Improve provision for Reception-age children by:
  - planning effectively for activities that the children undertake by themselves so that they are fully challenged in their learning
  - using questioning more effectively to extend children's ideas.
  
- Strengthen governance by ensuring that the governing body develops the skills to hold the school to account effectively for its actions and to aid further improvement.

## Outcomes for individuals and groups of pupils

2

Attainment varies due to the very small numbers within each year group, including the number of pupils with special educational needs and/or disabilities, but is above average overall. The majority of pupils make good progress given their starting points. Pupils enjoy school and work extremely hard. For example, older pupils enjoy it thoroughly when they use drama as a means of understanding how to write a play script and think very carefully about how to describe actions and voice intonation such as, 'he bellowed' and 'his arms were thrashing about'. Younger pupils apply themselves well when changing the ending to a story they have read and use their knowledge of sounds and letters to write their endings. Relationships between pupils are excellent and they enjoy working together thoroughly. This was very noticeable in a problem-solving activity in mathematics where there was a good buzz of engagement and concentrated effort. Older pupils have a clear knowledge and understanding of how well they are doing and can critically and supportively appraise the content of their own work and that of others, and this ensures their full involvement and motivation in improving their work. Occasionally, when work is not well planned or activities are not challenging enough, pupils' progress is more limited. This was seen when pupils were not clear about how to develop the work they were doing with batteries and bulbs. They lost interest and this affected their progress.

Pupils enjoy school, behave well and feel confidently prepared for their next schools. They say they feel very safe in school, there is no bullying and that 'everyone feels secure and happy'. Their parents and carers agree. Pupils make an excellent contribution to the school and wider community. For example, at Harvest time, pupils take food to senior citizens and the whole community is invited into school to enjoy the vegetable soup that the pupils make from the vegetables they have grown. The school council is very active and organised a 'Pudsey' day involving cake sales, a talent show and a painting competition to raise money for Children in Need. Pupils,

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clearly, know right from wrong, enjoy the opportunities for reflection they get when attending church and are considerate of each other. They enjoy also ringing the church bells for the school service!

*These are the grades for pupils' outcomes*

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>2</b> |
| Taking into account:  |          |
| Pupils' attainment <sup>1</sup>   | 2        |
| The quality of pupils' learning and their progress  | 2        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 2        |
| <b>The extent to which pupils feel safe</b>   | <b>2</b> |
| <b>Pupils' behaviour</b>  | <b>2</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>1</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>2</b> |
| Taking into account:  |          |
| Pupils' attendance <sup>1</sup>   | 2        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>2</b> |

## How effective is the provision?

Teachers make good use of resources to enliven their lessons, for example the use of census forms to research life in Victorian Britain, costumes to help create scenarios for literacy and the effective use of props to retell a story. Teachers develop pupils' vocabulary well and ensure they use subject-specific language appropriately, for example 'equivalent' and 'denominator' when referring to their work in fractions. They make good use of targets, marking and assessments to involve pupils fully in their learning. This enables them to target work carefully at pupils' needs and this was seen in a mathematics lesson when the teacher set individual and paired tasks for pupils to complete. Good specialist dance teaching engages pupils fully and develops their skill and creativity. Effective individual teaching for mathematics supports fully pupils who are struggling with mathematical ideas. The teacher helps pupils to see what they know already and this boosts their confidence and motivation to improve. Pupils with special educational needs and/or disabilities get effective individual support for their specific needs, which helps them to improve and gain in confidence. Occasionally, where lessons are less effective, work is not planned in sufficient detail to ensure a good match to pupils' needs and questioning to develop their ideas lacks challenge. This slows progress and affects motivation. The curriculum ensures pupils' engagement in a range of interesting and relevant

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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activities. Good use is made of the mixed-age planning for literacy and numeracy to ensure work is well matched to pupils’ needs. There are good opportunities for literacy, numeracy and ICT across the curriculum, for example when writing in history, or when Year 6 pupils act as ‘chroniclers’ of school events and make good use of digital cameras to record them. Specialist provision for music, French and dance, as well as a good range of after-school clubs, enhances the curriculum further.

The school takes good care of its pupils and they respond with good behaviour and positive attitudes to their learning. Potentially vulnerable pupils and those with special educational needs and/or disabilities are well supported both within the school and through effective links with outside agencies. Parents and carers speak very positively of the support that their children get. The school provides well for its gifted and talented pupils, ensuring they attend activities and events to support their specific talents, for example an ICT debating day. The provision of a social skills group helps those lacking in confidence to develop their skills within the comfort of a small group.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:   |          |
| The use of assessment to support learning  | 2        |
| <b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b> | <b>2</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>2</b> |

## How effective are leadership and management?

The headteacher has a clear view of the school’s strengths and weaknesses and knows what needs to be done to bring about further improvement. The school improvement plan, involving all staff, is the key driver in enabling this. Teaching is monitored carefully by the headteacher and subject leaders through lesson observations and work sampling. Occasionally, there is not enough emphasis on what will improve teaching and this limits its usefulness. Rigorous tracking and analysis of pupils’ progress ensures that pupils not doing well enough are given additional support. This, together with the work done to meet the needs of potentially vulnerable pupils, those with special educational needs, and gifted and talented pupils, shows a good commitment to providing equality of opportunity and eliminating discrimination.

There is a good partnership with parents and carers, who are very pleased with the school and what it provides. The school, in turn, ensures that they are well informed about their children’s progress. Good partnerships with the secondary school, which provides support for French and ICT, and a local specialist learning centre for pupils with specific needs, ensure additional provision that benefits all pupils. The school

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makes a strong contribution to its local community and has done much work to improve pupils’ understanding of global communities. This has led to the school receiving the International Award. However, links at a national level are only just beginning. Safeguarding procedures are robust and made clear to all. The school ensures pupils’ awareness through, for example, visitors to talk about road safety. The governing body, willingly, gives of its time, knows school routines well and is involved in them. While this gives it some idea of how the school is progressing, it is not as systematic in evaluating all of its work to ensure it can fully challenge staff and pupils to improve further.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children come into school happily and know the routines well. They enjoy stories, such as ‘The Bear who went to the Moon’, especially when searching around the school for the things the bear used to make his rocket. They learn about the importance of washing their hands before making their sandwiches and enjoy choosing their favourite fillings. They also enjoy the physical activity and actions involved in their daily ‘Wake and Shake’, which keeps them fit and healthy. The teacher plans well for teacher-led sessions involving number and language work, ensuring an appropriate match of work and interesting activities, but questioning does not always challenge the children enough to extend their learning fully. Children behave well and concentrate well to complete their work. This was clearly seen in their letters and sounds work when they were identifying ‘sh’, ‘ch’ and ‘th’ in words and worked hard to get them right.

Children enjoy their independent activities and use the outdoor area well, for example when making a rocket using a cardboard box and tin foil or when playing in



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the water. They enjoy dressing up as spacemen in the role-play area. However, planning for these activities is insufficiently detailed to ensure all staff are clear about what children are expected to learn. This hampers their ability to question and challenge them fully through their interactions with them. The class teacher assesses children’s progress regularly and makes good use of learning journals to record children’s involvement in activities. Staff do not always use this well enough to ensure work is well matched to their needs. Leadership is satisfactory. It ensures a positive learning environment for the children and good links with parents and carers that support the children’s learning.

*These are the grades for the Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>3</b> |
| 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

The above-average response to the questionnaire shows that parents and carers are unanimously happy with the school and what it provides. They consider that their children enjoy all that the school has to offer and are safe and well looked after. They consider also that it is well led and managed and the teaching is good. The inspection evidence found that children enjoy school, achieve well and are safe and well looked after.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newton Tony C of E 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 23 completed questionnaires by the end of the on-site inspection. In total, there are 36 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 20             | 87 | 3     | 13 | 0        | 0 | 0                 | 0 |
| The school keeps my child safe  | 19             | 83 | 4     | 17 | 0        | 0 | 0                 | 0 |
| The school informs me about my child's progress   | 12             | 52 | 11    | 48 | 0        | 0 | 0                 | 0 |
| My child is making enough progress at this school   | 14             | 61 | 9     | 30 | 0        | 0 | 0                 | 0 |
| The teaching is good at this school   | 19             | 83 | 4     | 17 | 0        | 0 | 0                 | 0 |
| The school helps me to support my child's learning  | 13             | 57 | 10    | 43 | 0        | 0 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 18             | 78 | 5     | 22 | 0        | 0 | 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) | 12             | 52 | 8     | 35 | 0        | 0 | 0                 | 0 |
| The school meets my child's particular needs  | 18             | 78 | 5     | 22 | 0        | 0 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 15             | 65 | 8     | 35 | 0        | 0 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 16             | 70 | 7     | 30 | 0        | 0 | 0                 | 0 |
| The school is led and managed effectively   | 19             | 83 | 4     | 17 | 0        | 0 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 18             | 78 | 5     | 22 | 0        | 0 | 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 all 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

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 59  | 35   | 3            | 3          |
| Primary schools      | 9   | 44   | 39           | 7          |
| Secondary schools    | 13  | 36   | 41           | 11         |
| Sixth forms          | 15  | 39   | 43           | 3          |
| Special schools      | 35  | 43   | 17           | 5          |
| Pupil referral units | 21  | 42   | 29           | 9          |
| All schools          | 13  | 43   | 37           | 8          |

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul> |
| 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.**



5 February 2011

Dear Pupils

### **Inspection of Newton Tony Primary School, Salisbury SP4 0HF**

I am writing to tell you how much I enjoyed my visit to your school. Thank you for helping me with the inspection. I was pleased to learn that you enjoy school and was delighted to see how much you enjoy each other's company.

Your school is a good school. The headteacher and all the staff take good care of you and provide you with many exciting opportunities for learning. You make an excellent contribution to the school and local community.

Here are some other things I particularly liked about your school.

- You make good progress in reading, writing and mathematics.
- You are well behaved, friendly and keen to learn.
- You are kind and thoughtful towards each other.
- You feel safe in school and know you will be well looked after.

These are the things I have asked your school to do to make it even better.

- Help those of you in the Early Years Foundation Stage to learn more quickly from your play by planning more carefully for it and ensuring that the questions they ask you develop your ideas and skills.
- Make sure that members of the governing body are more active in helping the school to get even better.

All of you can help by continuing to work hard in your lessons.

I enjoyed talking to you and wish you every success for the future.

Yours sincerely

Janet Sinclair  
Lead inspector

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