

# Inspection of The Isaac Newton Primary School

Dysart Road, Grantham, Lincolnshire NG31 7DG

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Inspection dates:	11 and 12 February 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

The headteacher of this school is David Milner. The school is part of Community Inclusive Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Peter Bell, and overseen by a board of trustees, chaired by Dr Stephen Hopkins.

## **What is it like to attend this school?**

There is a wonderful climate of ambition, kindness and care at this school. Because of this, pupils behave and achieve extremely well. They are committed to their school and keen to learn. Lessons are calm. Routines are well understood. Pupils show each other respect. They are an absolute credit to the school and to the community.

The school is a fierce advocate for pupils and their families. Highly effective safeguarding arrangements are in place. Pupils' welfare is top of everyone's list. Skilled and knowledgeable staff work relentlessly to address the barriers to learning that some pupils face. Pupils are helped to leave adversity at the school door, to feel safe and to learn. They describe the school as their 'happy place'.

The early years provision has really improved. Children receive a great start to their education. They show perseverance and enthusiasm for learning new things. They are prepared well for their next steps in education.

Pupils play lots of sport. They take part in many trips and visits that broaden their experiences. Pupils' leadership skills are promoted through roles such as being members of the school council and the 'mini police'. Pupils develop a sense of pride and belonging as a result.

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

The trust has taken swift and effective action. The school has improved tremendously since the last inspection. Leaders are breathing new life into the school. Parents express gratitude for these changes. They are pleased and proud that their children attend the school.

The curriculum reflects the ambition of the national curriculum. There is a clear focus on the key knowledge that pupils need to know, and when they need to learn it. Pupils return to important knowledge regularly so that it is remembered long term. The way in which learning progresses from the early years to Year 6 is well thought through. Pupils, particularly disadvantaged pupils, achieve well.

Staff have good subject knowledge. They offer clear explanations to pupils. At times, some staff do not identify pupils' learning gaps so they can be addressed. Sometimes they do not establish if what has been taught has been learned.

Pupils with special educational needs and/or disabilities (SEND) receive expert support. Learning needs are identified quickly and are addressed. Pupils with SEND experience an ambitious curriculum that is adapted suitably to meet their needs. They achieve well.

Staff have benefited from high-quality training from the trust. Subject leadership, particularly, has improved. However, not all staff lead their subjects as well as others do.

Reading is a whole school priority. The school ensures determinedly that pupils can read fluently and accurately. The reading curriculum is planned well. Children begin to learn to read as soon as they enter the early years. Pupils who fall behind with their reading receive the support that they need to catch up. Reading books match pupils' reading ability closely. Pupils show a pride in their reading ability. They said that they 'just love books'.

The school does all it can to reduce pupils' absence. Many families receive the help that they need to ensure that their children attend school regularly. This is successful work. Pupils attend exceptionally well. The number of pupils who arrive late to school has reduced.

The personal, social and health education (PHSE) curriculum is well planned and effective. It reflects the needs of the community precisely. If any issues emerge locally, the curriculum is adapted diligently so that pupils know how to keep safe and well. Pupils speak knowledgeably about how to keep safe when online, the dangers of substance misuse and the importance of keeping their bodies healthy.

Pupils have a strong understanding of respecting people's differences, and that some people need extra support to help them. They speak knowledgeably about issues such as equality and tolerance. They understand that it is important to be fair and to be responsible citizens.

Governance of the school is strong. Local governors act as the 'eyes and ears' of the school diligently. They provide suitable challenge and support which has aided the school's improvement.

The school engages effectively with staff. For example, it ensures that staff are supported well. Staff feel, and are, valued and share in the school's dedication to do what is best for the community. As a result, staff, many of whom have worked at the school for a long time, are extremely proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- Sometimes the curriculum is not taught consistently. Staff do not check pupils' understanding or identify learning gaps consistently. This can limit how well pupils remember the curriculum. The school should ensure that teachers check pupils' knowledge consistently across the curriculum, so that any gaps in knowledge or misconceptions are identified and addressed swiftly.

- Some parts of the curriculum are not as carefully planned and taught as others. This means there are small inconsistencies in the quality of education that pupils receive. The school should ensure that all subject leaders have the skills and knowledge to conduct their role effectively and that the curriculum is taught consistently so that pupils learn equally well across subjects.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	141100
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10379584
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	385
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Dr Stephen Hopkins
<b>CEO of the trust</b>	Peter Bell
<b>Headteacher</b>	David Milner
<b>Website</b>	<a href="http://www.isaacnewton-cit.co.uk">www.isaacnewton-cit.co.uk</a>
<b>Dates of previous inspection</b>	29 and 30 November 2022, under section 5 of the Education Act 2005

## Information about this school

- The school is part of Community Inclusive Trust.
- The headteacher joined the school in the summer term of 2023.
- The school does not currently use alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- Inspectors discussed the continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- The inspectors met with leaders to discuss pupils’ attendance and behaviour.
- The inspectors met with the headteacher, senior leaders and a range of school staff, including the pastoral leader.
- The inspectors met with the chairs of the board of trustees and the local trust board. They also met with trust representatives.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work.
- Inspectors visited the early years provision and spoke with the early years leader.
- Inspectors observed pupils’ behaviour at various times in the school day, including the start and end of the day and at lunchtime and breaktime.
- Inspectors considered the response to Ofsted Parent View and the survey of staff. They spoke with parents.

## **Inspection team**

Jayne Ashman, lead inspector

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