

Newbrough Church of England Primary School

Address: Fourstones, Hexham, Northumberland, NE47 5AQ

Unique reference number (URN): 149724

Inspection report: 24 March 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Early years

Strong standard 

Leaders prioritise the early years. As a result, the children in the nursery and reception years make a strong and successful start to their education. Pupils are welcomed every day by staff who care for them and know them well.

The curriculum is carefully mapped with the knowledge, skills and vocabulary pupils need to be prepared for the next stage of their education. Leaders ensure that pupils benefit a range of experiences that broaden their knowledge.

Leaders have created an inspiring environment with ambitious activities that help children develop skills and knowledge across the provision. For example, they learn to be resilient, manage their own risks and support each other to keep safe. Children are excited and knowledgeable about their learning. Teachers quickly establish each child's starting points and tailor the support they receive to accelerate their progress.

Children benefit from high-quality interactions with staff to support the development of their speech, language and communication. Reading and writing are a priority. Staff use actions and clear modelling to help children secure and blend sounds, building their confidence as early readers and writers. Books are matched to their phonic knowledge.

Expected standard

Achievement

Expected standard 

Pupils typically achieve well across the curriculum. They can recall knowledge well and talk knowledgeably about what they have learned. Pupils enjoy being challenged to apply their knowledge to a variety of scenarios. That said, some pupils could be increasingly challenged to deepen their knowledge and understanding by working at the higher level.

Published data shows that the youngest pupils broadly achieve as they should for their stage of education. Many older pupils also achieve well. The recent published outcomes from end of key stage 2 do not fully explain the overall secure progress and achievement that most pupils make. This is because recent cohorts included a significant number of pupils with notably lower starting points than their peers.

Attendance and behaviour

Expected standard 

Leaders have strengthened the behaviour policy and their strategies for improving attendance. Robust systems and effective work with families underpin improvements in rates of pupils attendance. Attendance is broadly in line with that seen nationally. Pupils who have found it difficult to attend school due to their social and emotional needs receive a range of support to help them reintegrate successfully. This has led to a decrease in the number of pupils who are persistently absent.

Across the school, pupils typically behave well. They move calmly around school and feel a strong sense of belonging. Staff know families well, and parents speak highly of the support that pupils with special educational needs and/or disabilities receive from the school. Staff generally manage behaviour well. Pupils are clear about the importance of good behaviour. They play well with each other at playtime. Bullying is very rare now and leaders deal with it when it arises.

Curriculum and teaching

Expected standard 

Leaders have recently strengthened the curriculum. In most subjects, the knowledge and skills that pupils need to learn have been carefully mapped out. The English curriculum draws on a range of high-quality texts that help engage pupils and develop an understanding of diversity. Pupils benefit from regular opportunities to apply their mathematical knowledge to solve problems. Suitable plans are in place to further enhance history and geography to so that are rooted in the local area and are more engaging.

The teaching of phonics has been sharpened. New words and sounds are taught precisely. Teachers check pupils' understanding throughout the lessons and quickly address any misconceptions. Leaders carefully track pupil progress and provide additional support to help pupils who have started to slip behind catch up. As a result most pupils are gaining the knowledge and skills they need to pass the phonics screening check.

Leaders have established suitable approaches to identify and address gaps in pupils' basic skills, such as handwriting, punctuation, and spelling. However, there is some variation in how well teachers ensure that pupils practise these skills accurately.

Leaders ensure that appropriate assessment is in place for English and mathematics. This helps teachers to identify gaps in pupils' knowledge and understanding. However, assessment across other subjects is not as extensively developed. In places, this affects how well teachers are able to check where pupils have not understood or remembered key learning.

Inclusion

Expected standard 

Leaders prioritise inclusion. Staff work together to identify barriers to pupils' individual needs. Where appropriate, leaders seek specialist advice to address barriers to learning, including the needs of disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Pupils who have previously struggled to attend school are supported with a range of strategies to increase the hours they spend in school. As a result, they are now accessing more of the schools curriculum and other opportunities.

Pupils' emotional wellbeing is prioritised. They are taught how to understand and manage their emotions. They are happy to come to school and can focus well in lessons. Occasionally, the support that staff provide does not help pupils to develop their independence as much as it could.

Leaders create appropriate plans that outline the support pupils with SEND need to make progress from their starting points. These are regularly reviewed with parents and carers. Where necessary, they are adapted to further sharpen the impact. Leaders provide

appropriate training to equip staff to help them meet the diverse needs of pupils. They typically make suitable adaptations to their lessons to enable pupils with SEND to access their work.

Pupil premium funding is used effectively to strengthen teaching, provide targeted academic support and enrich pupils' experiences.

Leadership and governance

Expected standard 

Leaders know the school well. They have an accurate understanding of the school's strengths and areas to develop. In recent years, they have created clear, actionable plans to implement the necessary changes to secure improvement to the curriculum and pupils' attendance. These actions are having impact.

Leaders, supported by trust leaders and local academy councillors, are ambitious for the school. Trust leaders have ensured that resources have been provided to secure improvements in the environment and enable the school to broaden pupils' experiences.

Leaders are mindful of pupils' workload and wellbeing, which are prioritised. They ensure that teachers receive high-quality, well informed professional development. Staff benefit from working across the trust to improve their subject knowledge and leadership skills, and to strengthen their teaching.

Those responsible for governance ensure that their statutory duties are met. They provide effective levels of support and challenge for school leaders. Trustees, trust leaders and academy councillors visit the school regularly and have a good understanding of the school's progress against identified actions. They work effectively with the diocese, to shape the school's vision and values and contribute to promoting diversity.

Parents and carers are positive about the school's work, the quality of care provided and particularly the work to support pupils with special educational needs/and or disabilities.

Personal development and wellbeing

Expected standard 

The school has a well-planned programme for personal development and wellbeing. The programme begins in the early years, where pupils are taught to be good problem solvers, to develop independence, and to take calculated risks. The personal development and wellbeing offer for older pupils is also carefully planned. Through this, they learn to recognise and participate in healthy relationships, develop an understanding of consent, and keep safe online and in the community.

Pupils' personal development is rooted in the school's vision, which encourages pupils to flourish. Pupils contribute positively to their community and the wider world. They learn that being kind has a positive impact on their own happiness. Pupils demonstrate kindness to each other and raise money for local causes through the school council and sports crew.

Leaders are committed to widening pupils' experiences. They ensure that pupils benefit from a range of educational visits, experiences and after-school clubs for pupils. For example, pupils go on residential trips, visit museums and attend the theatre. These broaden pupils'

horizons and provide opportunities for their spiritual, moral, social, and cultural development. In addition, pupils engage with first aid training which equips them to be able to understand and contribute to the safety of those around them. Pupils with special educational needs and/or disabilities, and those who are disadvantaged, are supported to engage with the school's full offer.

Pupils are taught how to look after themselves by keeping their bodies and minds healthy. Pupils also learn about looking after others. They are introduced to different cultures, and faiths through a diverse range of artists. This is further enhanced by the books that they study in English. Pupils understand and practise the importance of respect and tolerance. That said, some pupils' recall of what they learn about world religions, cultures and fundamental British Values is not as secure as it could be.

What it's like to be a pupil at this school

Pupils love being part of the Newbrough Church of England Primary School family. They feel valued by the staff who know them well. Pupils feel safe at school. They are confident that teachers address bullying on the rare occasions it occurs. Pupils are kind to each other. Older pupils look after the younger children at playtimes.

Pupils enjoy their learning, which is enriched by experiences beyond the classroom such as visits to London, residential trips to the coast and additional swimming lessons. Pupils enjoy their access to a recently refurbished library stocked with a range of books that promote diversity and improve their knowledge across the curriculum.

Pupils, including those with special educational needs and/or disabilities, typically achieve well. Recent improvements in the teaching of phonics provides pupils with the skills they need to be fluent readers and writers.

Staff support pupils to understand the school's vision and values through lessons and collective worship. Pupils demonstrate the values of perseverance, compassion, courage and respect. Pupils demonstrate this by sending postcards to people in the village and helping to support litter picks and the local soup kitchen. Pupils are taught to think about life beyond the local area. They learn about making a difference to society and take an active part in charity fundraising. Pupils value the awards they can receive for being a changemaker.

Pupils learn about other faiths and cultures. They gain knowledge of fundamental British values and the importance of tolerance.

Next steps

- Leaders should ensure that all staff are confidently equipped to contribute to their strategies to identify and address the gaps in some pupils' foundational knowledge, for example, in punctuation, handwriting and spelling.

- Leaders should further strengthen and extend the use of assessment across the full curriculum to precisely identify and act on gaps in some pupils' knowledge.
 - Leaders should further embed pupils' understanding and relevance of fundamental British Values, cultures and other faiths to ensure that they are well prepared for life in modern Britain.
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About this inspection

This school is part of Durham and Newcastle Diocesan Learning 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), Paul Rickeard, and overseen by a board of trustees, chaired by John Taylor.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with senior leaders, the chair of the board of trustees, the CEO of the trust, members of the academy council, including the chair, and the director of education from the Diocese of Durham.

Inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The last section 48 inspection took place in March 2015.

The school has undergone a significant change since the last inspection, having become part of the Durham and Newcastle Diocesan Learning Trust in April 2023. A new headteacher was appointed in September 2024.

The school has fewer than five pupils in key stage 2. For some, their education is received at a different school within the trust.

Executive Headteacher: Mike Boucetla

Lead inspector:

Nicky White, His Majesty's Inspector

Team inspector:

Sonia Fraser, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 24 March 2026

School and pupil context

Total pupils

70

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

107

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

18.97%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.29%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

10.00%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25 (revised)	50%	62%	Below
2023/24 (final)	S	61%	S
2022/23		60%	

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		74%	
2024/25 (revised)	50%	75%	Below
2023/24 (final)	S	74%	S
2022/23		73%	

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25 (revised)	50%	72%	Below
2023/24 (final)	S	72%	S
2022/23		71%	

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25 (revised)	50%	74%	Below
2023/24 (final)	S	73%	S
2022/23		73%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23		59%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23		79%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been

mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.5%	5.2%	Close to average
2023/24 (3 term)	5.9%	5.5%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	11.3%	13.3%	Close to average
2023/24 (3 term)	10.2%	14.6%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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