

Newhey Community Primary School

Address: Hawthorn Lane, Newhey, Rochdale, Lancashire, OL16 4JX

Unique reference number (URN): 105789

Inspection report: 17 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.

Expected standard

Achievement

Expected standard 

Pupils' attainment in the end of Year 6 national tests is improving over time. In 2025, the proportion of pupils who reached the expected standard in reading and mathematics broadly matched the national average. Although pupils fared better in writing, their attainment was lower than that of other pupils nationally. Pupils currently at the school are making the progress that they should through the curriculum. They are typically well prepared for the next stage of their education. However, some older pupils have gaps in their writing knowledge, especially their handwriting and spelling skills. This hinders them from writing fluently and accurately in English lessons and in other subjects.

Pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, speak confidently and enthusiastically about the knowledge that they have learned in subjects such as science and history. Younger pupils gain a solid foundation in reading, which is built on well as they move into key stage 2.

Attendance and behaviour

Expected standard 

Leaders hold high expectations for pupils' behaviour and regular attendance. Leaders and staff build positive, trusting relationships with pupils and their families. Although pupils' attendance rates remain below the national average, leaders' actions have had a demonstrable impact on reducing absence from school, especially for those pupils who are persistently absent. This is especially noticeable for disadvantaged pupils and pupils with special educational needs and/or disabilities. Leaders have built a whole-school approach to securing regular attendance that is responsive to pupils' needs. Leaders analyse patterns of attendance closely and identify concerns early. Staff work closely with families and external agencies to put in place strategies to remove the barriers that hinder pupils from benefiting from being in school each day. Pupils feel valued and encouraged to come to school regularly.

Pupils behave very well across the school. Clear and consistent routines help them to understand what is expected of them. Leaders ensure that staff have the skills to support pupils who need extra help with their behaviour. Staff adapt their approaches so these pupils can succeed. Pupils are attentive and fully engaged in their learning. At social times, they play harmoniously together. Bullying and discriminatory behaviour are not accepted. Staff act quickly to deal with concerns. This creates a secure and orderly environment.

Curriculum and teaching

Expected standard 

Leaders have developed an ambitious and well-designed curriculum. They adapt it carefully to meet the needs of pupils in mixed-age classes. Teachers understand the important knowledge and skills that should be taught and when this should happen. Leaders regularly check how well the curriculum is delivered. This ensures they have an accurate understanding of strengths and areas for further improvement. They act quickly on emerging priorities. For example, their recent work has led to language-rich classrooms that promote and extend pupils' vocabulary.

Leaders make sure that teachers have the knowledge and skills to deliver the curriculum well. Staff adapt their teaching so that pupils, including those with special educational needs and/or disabilities, access learning activities successfully. They focus on pupils being able to remember what has been taught. Teachers make regular checks to ensure that pupils embed their learning and make connections with what they have learned before.

Leaders place importance on developing pupils' skills to read, write and use numbers. Staff deliver the school's phonics programme effectively so that pupils learn their sounds well. Staff provide extra practice so that pupils who find reading difficult catch up quickly. Recent work to strengthen the teaching of mathematics is helping some pupils gain more secure knowledge of number facts, but this is not true across all classrooms. As a result, some older pupils do not demonstrate sufficient number fluency when solving more complex problems.

Early years

Expected standard 

Leaders have high ambitions for every child in the early years. They have designed a curriculum that meets the needs of their youngest learners. Leaders prioritise developing children's communication skills. They ensure that staff are highly trained to support the development of language. Staff interact well with children, using rich vocabulary that promotes children's listening and speaking skills. These interactions deepen children's learning across the curriculum.

In the Nursery class, staff build children's love of learning through stories and rhymes. In the Reception Year, children learn letter sounds quickly. They begin to read and write with increasing accuracy. Staff work in partnership with parents and carers to promote children's learning. Parents relish the opportunities to come into school to read alongside their children.

Staff know the children well. They provide deliberate opportunities for children to confidently develop their knowledge and skills. Staff check children's progress through the curriculum and adapt activities skilfully to meet the needs of all pupils, including those with special educational needs and/or disabilities.

Children build independence through familiar daily routines. Staff set clear expectations in a nurturing way. Children feel safe and secure. They learn to show kindness and manage their feelings. Classrooms are calm and children's behaviour is consistently positive. Leaders design the transition into Year 1 carefully so that children are fully prepared for their next stage of learning.

Inclusion

Expected standard 

Leaders have created a school where every pupil feels valued. This is especially true for pupils who are disadvantaged, those with special educational needs and/or disabilities (SEND) and those receiving social care support. Leaders identify pupils' needs early and assess them accurately. This ensures that pupils receive the right support without delay. Staff provide carefully considered support so that pupils with SEND access the same curriculum as their peers.

Staff receive high-quality training, which helps them to support pupils with SEND and those with other barriers to learning confidently in the classroom. The school environment has been well thought out to meet pupils' various sensory needs. Pupils can access calm breakout spaces and sensory rooms to help manage their emotions. This helps them to be ready to learn.

Leaders check the impact of the support strategies regularly to make sure that they are having a positive impact on pupils' wellbeing and achievement. They use advice from external specialists to improve provision and respond to any changes in pupils' needs. Leaders use pupil premium funding effectively. For example, they use the additional funding to provide targeted support to help disadvantaged pupils master reading.

Leaders build positive relationships with families. They make sure that alternative provision is safe and suitable and supports pupils to succeed.

Leadership and governance

Expected standard 

Leaders put the best interests of all pupils at the heart of their work. They focus on ensuring that every pupil has the opportunity to succeed academically, socially and emotionally. They ensure that barriers to pupils' learning are known and reduced. Additional funding is used well to shape the pupil premium strategy so that disadvantaged pupils can achieve and thrive during their time at school.

Leaders know what is working well at the school and what needs to be further developed. They use this knowledge to identify and prioritise suitable actions to bring about further improvement. Leaders carefully check that these actions are having the desired impact.

Governors have the skills that they need to carry out their responsibilities effectively. They have an accurate insight into the school's work and they carry out their statutory duties effectively. Governors support leaders and provide challenge when needed.

Staff are proud to work at the school. Leaders consider staff's workload and wellbeing carefully. Staff feel supported. They value the development opportunities that they receive. The professional learning programme helps teachers improve their practice. It also helps support staff to develop their expertise in meeting the needs of all pupils.

Parents and carers speak positively about the school. They believe that the school helps their children to succeed. Parents value the opportunities to be involved in their children's learning. Regular 'parents' mornings' allow them to join classroom activities and support their children's learning.

Personal development and wellbeing

Expected standard 

Leaders ensure that pupils experience a range of opportunities during their time at school. Leaders provide meaningful experiences that develop pupils emotionally and socially. They make sure that all pupils, especially the most disadvantaged, benefit from the school's offer. Pupils develop confidence and resilience through experiences such as performing to live audiences, visiting London and sleeping away from home. Leaders ensure that the teaching of relationships and health education is effective. Pupils discuss different families and

managing healthy relationships with maturity. They understand how to keep themselves safe and mentally and physically healthy. Pupils recognise how these skills prepare them well for later life.

Pupils embrace the richness of living in a diverse society. They have a secure understanding of fundamental British values and how they link to their own school values, such as acceptance. Staff provide purposeful opportunities for pupils to learn about other faiths and cultures. Through their whole-school 'equality-tree' artwork, pupils reflect on their own beliefs. They show a secure understanding of equality and that it is never right to treat others unfairly because of their differences. From the early years, staff successfully teach the difference between right and wrong. They encourage children to consider the impact of their actions on others. As they move through each year group, pupils demonstrate high levels of respect towards one another and staff.

Leaders consider what pupils need to be successful in the future. Pupils are aware of different careers and develop their talents beyond the classroom. For example, they enjoy being part of music and sporting activities. Staff guide pupils well to manage their feelings and resolve conflict. Pupils reflect this learning during their interactions with others. They support each other with genuine care and compassion.

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

Pupils are proud to attend this school. They thrive because staff know them well. Pupils who face barriers to learning, including those with special educational needs and/or disabilities, have their needs identified early. These pupils are supported well through a wide range of tailored strategies that help to reduce their difficulties. This nurturing approach helps pupils feel accepted and ready to learn.

Pupils enter school happily each morning. Staff greet them warmly and show high levels of care. Pupils settle well to their learning. They enjoy school, and many now attend more regularly. Pupils are kind and respectful and behave well throughout the school day. Pupils understand what bullying is, including online risks. They know how to report concerns and know that adults will deal with problems quickly.

Pupils develop a love of learning. They focus well in their classrooms. From the early years, children are taught how to learn effectively by following 'The Newhey Way'. This sets them up well for future learning. Pupils work corporately within lessons and show dedication to their work. They rise to the high expectations set for them and typically achieve well. On the whole, pupils are well prepared for their next stage in education.

Pupils enjoy helping others and embrace the opportunities to contribute to the wider life of the school. They take on leadership roles, including school council representatives, eco councillors and lunch leaders. Pupils take part in activities that help them understand how to make a positive contribution to their school and local community. They raise money for charities and participate in local events, such as singing for care home residents. Pupils are taught to keep safe and are well informed about age-appropriate risks, including using mobile phones. They are fully prepared for life beyond their school.

Next steps

- Leaders should ensure that their recent action to strengthen the teaching of mathematics enables older pupils to gain fluency in using numbers so that they have the knowledge to solve more complex problems.
 - Leaders should continue to address the gaps that some older pupils have in their writing knowledge so that they write with fluency and accuracy during English lessons and across the curriculum in order to achieve well at the end of key stage 2.
 - Leaders should build on their successful work to reduce absence from school so that the attendance rates for different groups of pupils continue to rise.
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About this inspection

The chair of the board of governors in this school is Coral Aspinall.

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 members of the governing body, including the chair of governors, the headteacher and other school leaders.

The lead inspector also spoke to a representative from the local authority.

The inspectors confirmed the following information about the school:

The school makes use of one unregistered alternative provision.

Headteacher: Leanne Sykes

Lead inspector:

Emily Morris, His Majesty's Inspector

Team inspectors:

Wendy Tracey, Ofsted Inspector

Jake Nicklin, 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 17 March 2026

School and pupil context

Total pupils

300

Close to 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

295

Close to 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)

31.84%

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

5.67%

Above 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

23.00%

Well above average

What does this mean?

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

National average: 15%

Location deprivation

Above 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	49%	61%	Below
2024/25 (revised)	56%	62%	Close to average
2023/24 (final)	37%	61%	Below
2022/23 (final)	56%	60%	Close to average

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	66%	74%	Below
2024/25 (revised)	81%	75%	Close to average
2023/24 (final)	54%	74%	Below
2022/23 (final)	64%	73%	Below

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	60%	72%	Below
2024/25 (revised)	65%	72%	Below
2023/24 (final)	48%	72%	Below
2022/23 (final)	67%	71%	Close to average

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	63%	73%	Below
2024/25 (revised)	67%	74%	Close to average
2023/24 (final)	54%	73%	Below
2022/23 (final)	67%	73%	Close to average

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	15%	46%	Below
2024/25 (revised)	23%	47%	Below
2023/24 (final)	20%	46%	Below
2022/23 (final)	0%	44%	Below

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	40%	62%	Below

Year	This school	National average	Compared with national average
2024/25 (revised)	69%	63%	Close to average
2023/24 (final)	35%	62%	Below
2022/23 (final)	20%	60%	Below

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	29%	59%	Below
2024/25 (revised)	31%	59%	Below
2023/24 (final)	30%	58%	Below
2022/23 (final)	27%	58%	Below

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	38%	60%	Below
2024/25 (revised)	46%	61%	Below
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	13%	59%	Below

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	15%	68%	-53 pp
2024/25 (revised)	23%	69%	-46 pp
2023/24 (final)	20%	67%	-47 pp
2022/23 (final)	0%	66%	-66 pp

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	40%	80%	-40 pp
2024/25 (revised)	69%	81%	-12 pp
2023/24 (final)	35%	80%	-45 pp
2022/23 (final)	20%	78%	-58 pp

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	29%	78%	-49 pp
2024/25 (revised)	31%	78%	-47 pp
2023/24 (final)	30%	78%	-48 pp
2022/23 (final)	27%	77%	-51 pp

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	38%	80%	-42 pp
2024/25 (revised)	46%	81%	-34 pp
2023/24 (final)	50%	79%	-29 pp
2022/23 (final)	13%	79%	-66 pp

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)	6.1%	5.2%	Above
2023/24 (3 term)	7.3%	5.5%	Above
2022/23 (3 term)	6.2%	5.9%	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)	17.2%	13.3%	Above
2023/24 (3 term)	24.5%	14.6%	Above
2022/23 (3 term)	18.0%	16.2%	Close to average

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

T: 0300 123 1231
Textphone: 0161 618 8524
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