

Newbold and Tredington CofE Primary School

Inspection report

Unique Reference Number	130882
Local Authority	Warwickshire
Inspection number	341049
Inspection dates	29–30 September 2010
Reporting inspector	Mark Mumby HMI

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	64
Appropriate authority	The governing body
Chair	Ali Thompson
Headteacher	Michael Parkhouse (Acting Headteacher)
Date of previous school inspection	14 December 2006
School address	Manor Farm Road Tredington, Shipston-on-Stour CV36 4NZ
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Inspectors observed all four teachers during six lesson observations. Meetings were held with the headteacher, lead teacher, Early Years Foundation Stage teacher, the Chair of the Governing Body and a representative from the local authority. They observed the school's work, and looked at a range of self-evaluation documentation, the school improvement plan, assessment information and minutes of governing body meetings. Responses to questionnaires from pupils, staff and 35 parents and carers were considered.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How well do pupils learn in science?
- How effective are leadership and management, including governance, in driving school improvement?
- How well do children learn and develop in the Early Years Foundation Stage, particularly outdoors?

Information about the school

This is a smaller than average primary school occupying two sites in the villages of Newbold and Tredington. Virtually all pupils are of White British background. Very few pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is similar to the national average. The school has gained National Healthy Schools Status, Activemark, three Kerbsafe awards, Equality in Action Award and bronze Eco-school accreditation.

The school is currently under the leadership of an acting headteacher while the governing body is seeking to recruit a permanent headteacher. The school has undergone a significant turnover of staff and governors over the past year. Two of the four class teachers joined the school earlier this month.

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?

3

The school's capacity for sustained improvement

3

Main findings

Newbold and Tredington Primary School provides an exceptionally calm and purposeful learning environment. The pupils are well cared for and show outstanding social and moral skills. Their behaviour in classrooms and around the school is excellent. They have a very good understanding of different cultures and discuss morals and values openly and with understanding. Even the youngest children who have only been in school for a few weeks have an excellent understanding about how to lead a healthy lifestyle. Pupils throughout the school say they feel completely safe and are confident that staff will support, guide and counsel them. Assemblies are very purposeful allowing meaningful time for reflection and discussion.

The acting headteacher and newly elected Chair of the Governing Body provide very strong leadership to the school, following a period of challenging times when the quality of teaching, pupils' progress and attainment declined. They have demonstrated a satisfactory capacity to improve further by halting this decline and leading a school where the teaching is now satisfactory and pupils are making the progress expected of them. They have put in place a robust plan to improve the school further. There is now a strong sense of purpose in the school as the new staff team works very effectively together to improve the quality of their own work and, consequently, the outcomes for the pupils.

The headteacher and governing body fully understand that much needs to be done in order to improve the school further and enable all pupils to reach their potential. Attainment in English, mathematics and science is not as high as it could be because assessment is not being used well enough to plan work which challenges all pupils fully. Pupils do not complete sufficient work in science and, consequently, attainment in science is not as good as that in English and mathematics. Improvements have been made to the outdoor provision for children in the Early Years Foundation Stage, but this is not used well enough to provide children with high quality opportunities for learning and development outdoors. The governing body is now almost up to full strength and has begun to put in place systems to ensure that it fulfils its duties. However, it is not currently providing sufficient challenge to the school and does not carry out all of its statutory duties with regard to safeguarding and the Early Years Foundation Stage. Nevertheless, robust procedures are in place to ensure that all pupils are safe and the shortcomings do not have a detrimental impact on the safety and well-being of the pupils.

What does the school need to do to improve further?

- Raise attainment in English, mathematics and science to above the national average by July 2011 by:

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- making more effective use of assessment to plan learning activities which fully challenge all pupils
- improving the quality of guidance pupils receive to help them improve their work
- raising the profile of science within the curriculum and ensuring that pupils have sufficient opportunities to develop their knowledge and skills.
- Make more effective use of the outdoors to promote learning and development for children in the Early Years Foundation Stage.
- Improve the effectiveness of the governing body by:
 - embedding systems to hold the school to account for its work
 - ensuring that the school meets all of its statutory responsibilities with regard to safeguarding and the welfare requirements of the Early Years Foundation Stage.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils have excellent attitudes and clearly enjoy being at school. They make satisfactory and often good progress in lessons. One example of good progress was seen when the most able pupils in Years 5 and 6 were challenged by an interesting task to develop their understanding about climate by accessing the internet through wireless laptop computers in the classroom. Even some of the youngest pupils demonstrated their confidence in using technology when they made podcasts about an author they were studying. However, the progress made by more able or less able pupils is often not as good as it could be because the tasks they are required to do are insufficiently challenging to enable them to reach their potential. Work for pupils with special educational needs and/or disabilities is planned well to meet their needs. They receive good support and their progress is tracked carefully. Consequently, they make the progress expected of them. Pupils from all backgrounds achieve equally well.

Pupils make a good contribution to the life of the school by taking on responsibilities such as helping in assembly or working as librarians. Pupils of all ages are represented on the school council which is effective in influencing the life of the school. For example, the council was influential in improving the outdoor facilities at the Tredington site. The very good use made of the equipment purchased contributes to pupils' excellent understanding about how to lead a healthy lifestyle. Pupils have a very good understanding of the needs of others and are keen to help those less fortunate than themselves. For example, they raised over 3,000 pounds for a children's hospital with which the school has strong links.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

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

How effective is the provision?

Teaching is consistently satisfactory throughout the school. Classroom environments are calm and orderly with well-established routines. Teachers have a good understanding about what they are teaching and plan interesting and appropriate activities to enable the pupils to learn. However, they do not always use assessment sufficiently well to plan activities which fully challenge the least able or the most able pupils. For example, pupils are occasionally required to complete simple or repetitive tasks before moving on to work which extends their learning effectively. On a few occasions, expectations are not made sufficiently clear and, consequently, the pace of learning slows as teachers address this. Teachers' marking provides pupils with a good understanding of what they have achieved. It also provides occasional points for improvement or questions, but this helpful guidance is not always followed up. Consequently, marking is not as effective as it could be in helping pupils to improve their work.

The school operates a thematic approach to the curriculum. This is used effectively to develop skills across a range of subjects. For example, information communication technology is used very well by pupils throughout the school. However, there is insufficient focus on science to enable pupils to make the progress they should. Work in pupils' books is not sufficiently focused on the programmes of study which need to be covered and consequently pupils do not learn as quickly in science as they do in English or mathematics. The school provides good opportunities to enrich the curriculum through a

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range of visits including a residential visit for older pupils. There is a high level of participation in the good range of extra-curricular activities available for pupils in Key Stage 2.

The school takes good care of its pupils and this is reflected in the confidence they have in the staff. Routines are clearly established to ensure that pupils are safe and that the school is a very orderly and calm place in which to learn and play. Pupils who find learning more difficult have been identified and their needs are carefully assessed. They receive appropriate support and their progress is monitored carefully.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The acting headteacher has established a strong sense of purpose and clear educational direction. The school has an improvement plan which identifies appropriate priorities and is being implemented effectively. However, this is at a very early stage and evidence of improved outcomes for pupils are very limited at the present time. The newly-elected Chair of the Governing Body has taken swift action to lead the team of almost entirely new governors through a process of implementing systems to fulfil its responsibilities. Although most of these are now in place, the governing body is fully aware that it needs to be more rigorous in holding the school to account for its work. Most safeguarding procedures meet requirements and the school takes good care to ensure that pupils and staff are safe. The school has taken immediate action to update staff training that has lapsed. Consequently, safeguarding arrangements are satisfactory. The school has been recognised for its work in promoting equality and diversity when it recently received the Equality in Action award. The school has established good links with a school in a contrasting locality in the centre of Birmingham. This is a good example of how the school is reaching out into the wider community. However, leaders and managers are aware that further work is needed to formalise the school's promotion of community cohesion.

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These are the grades for leadership and management

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

Early Years Foundation Stage

Children enjoy school and settle very quickly into Reception. The new extension at the Newbold site has enhanced the provision and provides a welcoming and stimulating environment. As a result, children make friends easily, enjoy positive relationships with adults and behave very well. There is a good balance of adult-led and child-initiated activities, enabling children to explore their interests through their play. Children's skills and knowledge are above the expectations for their age, enabling them to be confident and articulate. For example, children use creative language to retell stories enthusiastically. They have an excellent understanding of how to adopt a healthy lifestyle and confidently explain the importance of healthy eating and the impact this has on their teeth. Children have a very good awareness of staying safe and competently explain potential hazards. Assessment procedures are robust. Regular observations and evaluation of the children's learning and development feed into personalised future planning.

Planning for children to learn and develop indoors is good. However, planning for activities outdoors is limited and opportunities are missed for children to learn and develop in the outdoor environment. In addition, the current organisation of the daily routine limits opportunities for children to benefit from physically exerting activities which help to support gross motor development.

Good attention is paid to supporting children's well-being, although some important welfare requirements have not been fully met. For example, although risk assessments are carried out, a formal risk assessment of the new premises has not been completed in a suitable fashion. Nevertheless, children are well cared for to ensure that their safety and well-being needs are met.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
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 majority of parents and carers responded to the inspection questionnaire, a higher than average return. They were overwhelmingly positive about the work of the school. Many took the time to write positive comments, particularly praising the recent improvements with the new staff team under the leadership of the acting headteacher. A few parents and carers disagreed that their children were making good progress. Learning and progress were considered in detail during the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newbold and Tredington CoFE 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 inspection team received 35 completed questionnaires by the end of the on-site inspection. In total, there are 64 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	77	8	23	0	0	0	0
The school keeps my child safe	27	77	8	23	0	0	0	0
My school informs me about my child's progress	14	40	17	49	1	3	0	0
My child is making enough progress at this school	13	37	14	40	3	9	1	3
The teaching is good at this school	21	60	11	31	0	0	0	0
The school helps me to support my child's learning	18	51	15	43	0	0	1	3
The school helps my child to have a healthy lifestyle	15	43	18	51	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	34	20	57	0	0	0	0
The school meets my child's particular needs	14	40	15	43	2	6	1	3
The school deals effectively with unacceptable behaviour	14	40	18	51	1	3	0	0
The school takes account of my suggestions and concerns	18	51	13	37	1	3	1	3
The school is led and managed effectively	23	66	9	26	0	0	0	0
Overall, I am happy with my child's experience at this school	18	51	16	46	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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



1 October 2010

Dear Pupils

Inspection of Newbold and Tredington CofE Primary School, Shipston-on-Stour, CV36 4NZ

Thank you for making my colleagues and me so welcome when we visited your school this week. We very much appreciated the time you spent talking to us about your school. You go to a school which has had a lot of changes recently and is now improving with all the new staff you have. Your behaviour is outstanding and you have an excellent understanding about how to lead healthy lifestyles. You work and play extremely well together and told us that you feel very safe in school.

Your lessons are interesting and you make acceptable progress. Your teachers know that you could make even more progress and we have asked them to make sure that all of the work they give you is hard enough to ensure you learn well. We have also asked them to give you more ideas about how to improve your work when they mark it. You have developed some very good skills using technology to help you with your learning. We were very impressed with the podcast that some of you were making at the Newbold site. However, you do not do enough work in science, so we have asked your teachers to make sure that you have more opportunities to become better scientists.

The new building at the Newbold site is a big improvement and there are lots of exciting things for you to do inside. Unfortunately the things you do outside do not help you learn as much so we have asked your teachers to plan better outside activities for you.

The governing body is a group of people that make sure that your school is doing a good job. They are working very hard but are not doing absolutely everything that they need to. We have asked them to make sure that they do everything they should to help your school.

You can all help by continuing to work hard and enjoy the improvements that the governors and teachers are making.

Yours sincerely

Mark Mumby

Her Majesty's Inspector

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