

Newton Regis Church of England Primary School

Inspection report

Unique reference number	125643
Local authority	Warwickshire
Inspection number	381100
Inspection dates	19–20 March 2012
Lead inspector	Stephen Walker

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

Type of school	Middle deemed primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	108
Appropriate authority	The governing body
Chair	David Brill
Headteacher	Samantha Dennis
Date of previous school inspection	16 June 2009
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Age group	3–11
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Introduction

Inspection team

Stephen Walker

Additional inspector

This inspection was carried out with two days' notice. The inspector visited 11 lessons and observed five teachers. Meetings were held with the headteacher, the Chair of the Governing Body, senior leaders, staff, and groups of pupils. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at a range of evidence, including the school improvement plan, the tracking system to monitor pupils' progress, safeguarding documentation, and a sample of pupils' work. He also analysed questionnaires completed by staff, pupils and 49 parents and carers.

Information about the school

The school is smaller than the average-sized primary school. It serves the local village and surrounding area although over half the pupils travel from outside the traditional catchment area. The majority of pupils are from White British backgrounds, with a very small number from minority ethnic backgrounds. The proportion of disabled pupils and those with special educational needs is average. The proportion of pupils known to be eligible for free school meals is below average. Pupils are taught in four mixed-aged classes, except in literacy and numeracy, where Year 5 and 6 are taught in year groups. The school meets the current floor standard, which set the government's minimum expectations for pupils' attainment and progress.

Provision for the Early Years Foundation Stage is made through the Nursery and Reception class. The school provides a breakfast club which was included in this inspection. The new headteacher took up post in February 2012 following a short period when the school was led by an interim headteacher.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- This satisfactory school provides a safe and happy environment. Despite some growing strengths, it is satisfactory rather than good because the quality of teaching and the actions of leaders and managers have led to satisfactory rather than good progress in most classes.
- Pupils make satisfactory progress and attain average standards overall by the end of Key Stage 2. However, pupils are not fully developing their skills in writing or mathematics to demonstrate good progress. Pupils at risk of underachieving do not always get additional support quickly enough and attainment targets are not sufficiently challenging to ensure high standards.
- Teaching is satisfactory. There is a positive atmosphere for learning in most lessons and some good practice in a number of classes. However, teachers do not always check the understanding of the pupils, use assessment information to inform planning or encourage pupils to take responsibility for their own learning.
- Behaviour and safety are satisfactory. Most parents and carers say that there is good behaviour at the school. However, a small minority of parents and carers, and a small number of pupils, say that lessons are occasionally disrupted by poor behaviour. Pupils feel safe, enjoy school and develop into friendly individuals. Attendance is average and is improving. New procedures in the school are improving the standards of behaviour and attendance of pupils.
- Leadership and management, including the leadership of teaching, are satisfactory. The headteacher has a clear understanding of the areas for development, including the performance of staff, and is revising the school improvement plan. Whole-school responsibilities are not shared amongst senior staff and there is some inconsistency in sharing good teaching practice.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring

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visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the achievement of pupils across the school so that attainment is above national averages in English and mathematics by:
 - developing systems for tracking pupils' progress and providing timely additional support for pupils identified as at risk of underachieving
 - further developing pupils' abilities and confidence in writing, and in applying their skills in mathematics
 - ensuring that attainment targets are sufficiently challenging so that pupils are aiming to achieve good progress.

- Raise the quality of teaching and learning by making sure that all teachers are:
 - checking the understanding of their pupils and ensuring that they make good progress in all lessons
 - using assessment information more consistently across all subjects to inform planning and learning
 - encouraging pupils to take greater responsibility for their own learning.

- Improve the consistency and impact of leadership and management by:
 - developing the roles of senior leaders so that there is a greater sharing of whole-school responsibilities across the school
 - providing more opportunities for core subject leaders to be involved in the analysis of assessment information, target setting and the organisation of intervention support
 - sharing the best practice in teaching and learning across the school
 - ensuring that new policies and procedures for improving behaviour and attendance are consistently implemented and sustained.

Main report

Achievement of pupils

Parents and carers believe that their children make satisfactory progress and that their attainment is average. Inspection evidence and pupils' current work and the lessons observed confirm that the majority are making satisfactory progress. In a number of classes, progress is good due to the higher quality of teaching. Children have traditionally joined the Early Years Foundation Stage with skills that are broadly at the levels expected for their age, although there is some variation from year to year. Children in the Nursery and Reception class are presently making good progress in their lessons because of the well-planned provision and the consistently good teaching.

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Pupils at Key Stages 1 and 2 make satisfactory progress in reading because this is a key focus, and they read regularly in school and at home each day. By the end of both key stages, standards in reading are broadly in line with the national average. The majority of pupils are also making satisfactory progress in writing and mathematics. More structured teaching in literacy is beginning to have an impact on the better progress of boys in writing. A focus on challenging work for the more-able pupils in Year 6 led to an increase in those gaining the higher levels in mathematics in 2011. Most disabled pupils and those who have special educational needs make progress in line with their peers because of effective additional support from teaching assistants which helps them overcome barriers to learning and take part in lessons with the other pupils. The very small number of pupils from minority ethnic backgrounds, also make satisfactory progress.

Pupils' progress is improving and most pupils in the current Year 6 are on track to make satisfactory or better progress in English and mathematics. There are clear signs of improvement in reading across the year groups. However, the skills and confidence of a number of pupils throughout the school in writing and mathematics have not been consistently developed. Attainment targets are based on previous performance but are not sufficiently challenging for all pupils. This means it is hard for them to demonstrate more than satisfactory progress over their time at school. The developing systems for tracking pupils' progress and additional help for underachieving pupils are supporting improvements in achievement. Nevertheless, a small number of pupils are not fully benefitting from this extra support because they are not identified quickly enough for additional help.

Quality of teaching

The vast majority of parents and carers who returned questionnaires feel that their children are taught well. Most teachers plan interesting activities and create a positive learning atmosphere in their classes, as confirmed by the pupils. Displays in classrooms provide a stimulating environment for learning and celebrate the work of the pupils. Teachers' marking provides encouragement and guidance for pupils on how to improve their work. Teaching assistants are used well to support pupils who require additional help with their work. All pupils have daily periods of literacy and numeracy, and this aspect of the curriculum is supporting the teaching of basic skills. Teaching in the school is actively supporting the satisfactory spiritual, moral, social and cultural development of the pupils. For example, the teaching of different cultures, beliefs and ways of life is satisfactory and includes visits to a synagogue in Birmingham and a mosque in Walsall.

Teachers do not consistently check pupils' understanding in lessons and ensure that they are all accelerating their progress. They are not all using the assessment of pupils' progress well to inform their planning and to ensure that there are appropriate activities for the different abilities in their classes. Teaching in English and mathematics does not always meet the needs of the lower attaining pupils who often struggle with some of the work. Teachers do not always encourage pupils to take enough responsibility for their own learning. Some teachers talk too much in lessons and tend to do the thinking and problem solving for the pupils.

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In lessons observed during the inspection, the teaching was particularly strong in the Nursery and Reception and in Year 6 classes. In these classes, teachers made good use of a range of teaching strategies, with many opportunities for pupils to develop their skills and work independently. Good teaching was generally seen when teachers challenged their pupils with high-quality questioning and encouraged them to take more responsibility for their work. This often led to greater engagement and accelerated progress for pupils. For example, the teacher's clear explanation of the work, use of appropriate worksheets for the different abilities and effective support during the lesson ensured that Year 6 pupils were fully engaged and made good progress in their numeracy work on triangles. Similarly, children in the Early Years Foundation Stage showed tremendous curiosity and enthusiasm as they were motivated by the range of structured activities in and out of the classroom. These had a significantly positive impact on their personal development as well as encouraging their number and language skills.

Behaviour and safety of pupils

Pupils usually behave well and treat each other with respect and courtesy. Behaviour of the large majority is typically good in lessons and around the school, and this contributes to a positive atmosphere for learning. Pupils from different backgrounds play happily and get on well together. However, a small minority of parents and carers, and a small number of pupils, say that lessons are occasionally disrupted by poor behaviour. The inspector found that the very small number of pupils who display challenging behaviour do occasionally disrupt the learning of the other pupils. Pupils confirmed that disruptions are rare and that any misbehaviour is dealt with appropriately by the teachers. The headteacher has introduced new disciplinary procedures which are clearly supporting greater consistency in the management of misbehaviour.

A few parents and carers suggest that bullying is sometimes ignored by the school. The headteacher has introduced a revised system for dealing with any form of bullying and this has been welcomed by parents and carers. Although bullying of any kind is rare, most pupils, parents and carers say any unkind behaviour, such as teasing and pushing, is now dealt with quickly and effectively by the school. Pupils are aware of the different forms of possible bullying such as cyber-bullying and prejudice-based bullying related to sex, gender and race. Teachers and other adults take good steps to ensure that all groups of pupils have an equal chance to thrive in an atmosphere of fairness, trust and without fear.

Pupils feel safe at school and they know about the issues relating to safety. They talk confidently about how they would keep themselves safe in a variety of situations such as using the internet and crossing the road. Attendance is average. The school has been active in improving attendance by following up all absences and addressing issues regarding persistent absentees.

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Leadership and management

The headteacher has a clear understanding of the areas for development, including the importance of improving the quality of teaching and accelerating pupils' progress. She has implemented new procedures which are improving the behaviour and attendance of pupils. There are clear signs of improvements in the rate of pupils' progress in a number of year groups. The headteacher is regularly monitoring the quality of teaching and has already organised appropriate training to improve aspects of teaching. However, the best practice in teaching and learning within the school is not being shared as a means of improving the quality of teaching in all classes. Whole-school responsibilities are not shared amongst senior staff and leaders of core subject areas are not fully involved in the detailed analysis of assessment information, target setting or the organisation of intervention support.

Members of the governing body are well informed and are developing their evaluating and monitoring roles. They have been active in recruiting the present headteacher and previous interim headteacher. There is a commitment to equal opportunities, inclusion and tackling discrimination. However, the school is not fully using assessment information to analyse in detail the performance of different groups. The school's arrangements for safeguarding pupils meet statutory requirements.

The school has developed an appropriate curriculum that is relevant to pupils' needs and provides a satisfactory range of enrichment activities. A number of visits out of school and additional clubs extend learning opportunities and increase pupils' enjoyment of school. Pupils develop satisfactory information, communication and technology skills although there are a limited number of computers in the school. The range of experiences within the curriculum contributes adequately to pupils' spiritual, moral, social and cultural development. Pupils gain confidence and self-esteem, and develop satisfactory social skills and a clear sense of right and wrong.

The large majority of parents and carers are supportive of the school and value the education provided for their children. They receive monthly newsletters and regular information on pupils' progress. The clear leadership of the headteacher, the developing systems for tracking pupils' progress and the improvements in pupils' progress, behaviour and attendance show the school's satisfactory capacity for further improvement.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



21 March 2012

Dear Pupils

Inspection of Newton Regis Church of England Primary School, Tamworth, B79 0NL

Thank you for making me so welcome and for sharing your views with me during the inspection and through your questionnaires. I greatly enjoyed watching your lessons and looking at your work. It was also good to see you during assembly, at playtime and lunch. Your school is satisfactory. The headteacher and governing body have made some improvements since the last inspection. There are many positive things about your school.

- You enjoy school and feel safe.
- You work hard in lessons.
- You are friendly and treat each other with respect and courtesy.
- Your teachers and their support staff care greatly for you as individuals.
- The curriculum supports your personal development and experience of school.

I have asked the headteacher, staff and governing body to do the following things to make the school even better:

- to help and challenge all of you to make good progress in English and mathematics
- to check your understanding and help you take more responsibility for your work
- to support your teachers in sharing good practice so that you can make even better progress in all lessons
- to ensure that no pupils' misbehaviour is allowed to disrupt your learning.

You can all help by asking the teacher for help when you do not understand the work and trying hard when you are asked to work on your own. I wish you every success in your future education.

Yours sincerely

Stephen Walker
Lead inspector

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