

Newstead Primary and Nursery School

Inspection report

Unique Reference Number	122658
Local Authority	Nottinghamshire
Inspection number	359286
Inspection dates	29–30 March 2011
Reporting inspector	Richard Marsden

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	113
Appropriate authority	The governing body
Chair	Andi Richardson
Headteacher	Peter Stonier
Date of previous school inspection	16 April 2008
School address	Hucknall Road Newstead Village, Nottingham NG15 0BB
Telephone number	01623 753681
Fax number	01623 759399
Email address	office@newstead.notts.sch.uk

Age group	3–11
Inspection dates	29–30 March 2011
Inspection number	359286

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by two additional inspectors. They observed five teachers in eight lessons, spoke with parents and carers and held meetings with staff, pupils and the Chair of the Governing Body. They observed the school's work, and looked at safeguarding documentation, attendance records, information on pupils' attainment and progress, the curriculum, the school's self-evaluation and planning, as well as responses to questionnaires from 35 parents and carers and 18 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Given that pupils did not take national tests in 2010, how reliable and accurate were teachers' assessments of last year's Year 6 pupils?
- Are recent improvements in attainment being maintained by current pupils?
- Are teachers making use of what they know about pupils' capabilities to make sure that they provide appropriate levels of challenge?
- Are pupils being given more opportunities to develop writing skills, as recommended at the last inspection?

Information about the school

The school is smaller than most primary schools. Most pupils are of White British heritage, with a very small proportion from minority ethnic backgrounds, and none who are learning English as an additional language. The percentage of pupils with special educational needs and/or disabilities is almost double the national average, and the percentage known to be eligible for free school meals is also well above average. The Early Years Foundation Stage includes 37 children who attend the Nursery either in the mornings or afternoons. Pupils in Years 1 to 6 are taught in three mixed-age classes.

The school has attained the Healthy Schools Gold Award, Activemark, and Eco-Schools status.

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?

2

The school's capacity for sustained improvement

2

Main findings

The school provides a good standard of education for its pupils. It takes the words from its logo to heart: 'Aim High', and is effective in raising pupils' aspirations. From starting points which are below national expectations, pupils progress well so that by the time they leave, their standards are in line with those found nationally in English and mathematics. The rising trend of recent years is being maintained by present pupils, although few of them reach National Curriculum Level 3 by the end of Year 2 or Level 5 by the end of Year 6. The recently extended Early Years Foundation Stage is good: children settle into routines quickly and make good progress from the outset. The school promotes pupils' personal and social development well. The school encourages parents and carers to become involved in their children's education. Parents and carers speak very highly of the school and its work. The school has done much to encourage good attendance and, as a result, attendance rates are above average.

The areas for improvement noted at the last inspection have been addressed very effectively. Pupils, from the Early Years Foundation Stage onwards, are exposed to a wide variety of vocabulary, and given regular opportunities to practise their reading and writing skills. Standards in mathematics are now higher, and pupils develop problem-solving skills well. Teachers make use of everything they know about pupils to help them match work to their needs and challenge them appropriately. Leaders now monitor and evaluate the work of the school more rigorously. The school, therefore, has good capacity to improve further.

The curriculum is broad and balanced and provides a good range of out-of-school activities. Teachers are careful to choose themes and topics which engage both boys' and girls' interest, and take care to ensure that pupils with special educational needs and/or disabilities and those known to be eligible for free school meals do not miss out on anything the school has to offer. Pupils are very well known as individuals and show confidence and maturity in their dealings with one another and with adults. They willingly take on responsibilities in school, and respond well when their views are sought. They respond well to teachers' suggestions on how to improve their work.

The headteacher has a clear understanding of the school's context and the contribution it makes to community cohesion locally. The school's contribution to community cohesion further afield is limited because there are no opportunities for pupils to have direct contact with children from contrasting communities in different parts of the United Kingdom or overseas, and because they are not given enough opportunities to interact directly with people from other backgrounds who could bring the diversity of modern society to life for them.

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

What does the school need to do to improve further?

- Raise attainment in English and mathematics from average to above average by
 - providing greater challenge for high-attaining pupils so that more of them reach National Curriculum Level 3 by the end of Year 2, and Level 5 by the end of Year 6.
- Strengthen the school's contribution to community cohesion and ensure that pupils are better prepared to take their place in a diverse and multicultural society by:
 - providing opportunities for pupils to have sustained, direct contact with children from communities which are different from their own
 - providing opportunities for pupils to interact at first hand with adults whose beliefs or values are different from their own.

Outcomes for individuals and groups of pupils

2

Pupils' attainment when they join the school is lower than expectations for their age. They progress well through the school and by the end of Year 6, reach standards which are in line with those found nationally. In lessons during the inspection, both boys and girls made good progress because tasks captured their interest, were well matched to their needs, and kept them busy. Teachers use visual aids well to enliven their explanations, and pupils enjoy many opportunities to discuss ideas with each other before starting to write. Younger pupils appreciate the songs and action games which help with their literacy and numeracy. Pupils with special educational needs and/or disabilities are identified early and are well supported by classroom assistants within lessons or in group or individual work outside. They master basic skills and also make good progress. The gap between their attainment and the attainment of other pupils is narrower than is found nationally. The same applies to pupils known to be eligible to free school meals: they also make better progress at this school than their counterparts nationally. The small number of pupils from minority ethnic backgrounds also make good progress.

Pupils' good behaviour at all times makes a major contribution to the effectiveness of their learning. They respond well to the warmth, good humour and encouragement of adults, and they show courtesy to each other and to visitors. Pupils stated confidently how they feel safe in school. They understand about road and railway safety, and older pupils understand about internet safety and the dangers of smoking, alcohol and drugs. They explain clearly how they stay fit and healthy through exercise. They eat the kinds of food which make for a healthy lifestyle, and there is good uptake of sport in the school. Pupils enjoy opportunities to serve their school, for example helping in the library, or making a difference through the school council. In the local community, they have helped to design sculptures for the nearby country park, and they play their part in local events. They are not involved in the community further afield, however, and they do not have first-hand contact with people whose values and beliefs are different from their own. This limits their cultural understanding and the extent to which they are aware of the diversity of modern society. Pupils are, however, thoughtful and sensitive to the views of others when given opportunities to reflect, in assembly, for example.

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

These are the grades for pupils' outcomes

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

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?

Classes contain a wide range of ages and abilities, but teachers plan well to ensure that work is well matched to their different needs. Relations between adults and pupils are constructive. Lessons proceed at a good pace and topics engage pupils' interest well. Boys as well as girls, for instance, enjoy having opportunities to write about space travel or sport. This helps them to become involved in their learning and promotes good progress. Pupils often discuss ideas with partners and have many opportunities to work together in groups and tackle problems together. They use information and communication technology regularly in their learning. Teaching assistants are well organised and are proactive in supporting pupils. Their contribution ensures that pupils with special educational needs and/or disabilities progress well. The school's well-developed tracking system identifies rapidly any pupils who fall behind so that support can be put in place to help them catch up. Teachers give good ongoing feedback in lessons and they mark work conscientiously, showing pupils clearly how to improve. Pupils work towards targets which are related to National Curriculum levels. They, therefore, have a good idea of how well they are doing.

The curriculum provides for the development of core skills, including information and communication technology, across a range of subjects. Participation in out-of-school activities, particularly sport, is good. All pupils learn swimming, and enjoy theatre and museum visits. The school's 'Aim High' commitment is seen in visits, arranged in

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

conjunction with universities, which expose pupils to a wide range of future pathways and broaden their horizons. Pupils have the opportunity to take part in two residential visits. The school ensures that all pupils, including those with special educational needs and/or disabilities and those known to be eligible for free school meals, are given the opportunity to take part.

Care, guidance and support are good. Pupils are valued as individuals and the promotion of their self-esteem is central to the school's work. Teachers ensure that children settle in well when they first join the school, and older pupils told inspectors how well they feel the school prepares them to move on to secondary school. Pupils whose circumstances make them potentially more vulnerable, including those with special educational needs and/or disabilities, are given extra support to help them settle in when they first arrive or to prepare them for their new school.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has a clear insight into the school's strengths and areas for development. There has been notable improvement in areas mentioned at the last inspection, as well as in areas identified by the school's self review. Teaching is monitored regularly. Staff have high expectations of themselves and are supportive of each other as they continually seek ways to improve outcomes for pupils.

The governing body currently has a number of vacancies and several members have joined recently who have not yet been trained for their roles. Nevertheless, the governing body is well organised and supportive of the school, engaging well with parents and carers, and the local community. Its members are not afraid to challenge the headteacher in order to secure the best for pupils. At the time of the inspection, all statutory requirements for the safeguarding of pupils were met. Safeguarding and safety have appropriate prominence across the curriculum in all years.

The school communicates well with parents and carers and has found innovative ways to draw them in and help them support their child. The '16th day books', for example provide a regular snapshot of what a child has been doing as s/he moves up the school, and the annual 'parents' weeks', in which parents and carers are welcomed in to take part in things such as art classes alongside their children, have proved popular. Termly 'structured conversations' with parents and carers have had a marked impact on the progress of pupils with special educational needs and/or disabilities. The school draws on a wide range of partners to enhance its provision. For example, teachers work with their counterparts from other schools to ensure that they have a common understanding of

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

national standards, pupils enjoy sporting and other events with those from other schools, and a wide range of partners help pupils and families who are facing challenging circumstances.

In promoting equality of opportunity and tackling discrimination, teachers monitor the school's work rigorously to ensure that no pupils miss out on what the school offers. The headteacher understands the school's context and its contribution to community cohesion locally. There are, however, no opportunities for pupils to have direct contact with children from contrasting communities in other parts of the United Kingdom or abroad, for example through email exchanges or visits, and the range of visits or visitors intended to expose pupils to the diversity of modern society is limited.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2

Early Years Foundation Stage

Children join the Early Years Foundation Stage with knowledge and skills that are below those expected for their age, and in some areas, particularly social and emotional development, well below. They make good progress in all areas of learning so that by the end of the Reception Year, their attainment is broadly in line with age-related expectations. They behave well and are responsive to the warmth and encouragement shown by adults. Children learn to keep themselves safe and healthy. They learn to play together well and cheerfully take on jobs such as putting away equipment.

Teachers make routines clear and have high expectations. Children say how much they enjoy the activities provided. The recently extended accommodation is well equipped and stimulating. It provides for all areas of learning both indoors and out. Children use computers readily and develop their physical and social skills well. There is a good balance between teacher-led activities and activities chosen by the children themselves. The latter help children to develop independence and grow in confidence.

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

Checks on what children can already do when they arrive, and the ongoing monitoring of their progress, are meticulous and thorough. The Early Years Foundation Stage leader works with her counterparts in other schools to ensure that her assessments are reliable and accurate. She and the other adults regularly observe and record children's learning, both formally and informally, so that they have a clear view of what children know, understand and can do. Staff work well as a team, and the leader has a sharp insight into the strengths and areas which can be further improved.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Responses to the questionnaire show very high levels of satisfaction with all aspects of the school. A few parents and carers indicated that they do not feel that the school deals effectively with unacceptable behaviour. Inspectors looked at this area very closely and found that the school does manage pupils' behaviour well and promotes high standards of behaviour both in lessons and around the school.

Several parents and carers added comments of their own, highly praising the school. The following were typical: 'My son is coming on in leaps and bounds, and really enjoys school,' and, 'The headteacher and his team are amazing. They do whatever they can to help with all the issues you can throw at them.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newstead Primary and Nursery 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 113 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	51	17	49	0	0	0	0
The school keeps my child safe	20	57	14	40	1	3	0	0
My school informs me about my child's progress	19	54	16	46	0	0	0	0
My child is making enough progress at this school	20	57	15	43	0	0	0	0
The teaching is good at this school	24	69	11	31	0	0	0	0
The school helps me to support my child's learning	19	54	15	43	1	3	0	0
The school helps my child to have a healthy lifestyle	18	51	17	49	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)	18	51	16	46	1	3	0	0
The school meets my child's particular needs	20	57	15	43	0	0	0	0
The school deals effectively with unacceptable behaviour	18	51	14	40	3	9	0	0
The school takes account of my suggestions and concerns	14	40	19	54	2	6	0	0
The school is led and managed effectively	24	69	10	29	1	3	0	0
Overall, I am happy with my child's experience at this school	25	71	9	26	1	3	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



31 March 2011

Dear Pupils

Inspection of Newstead Primary and Nursery School, Nottingham, NG15 0BB

I would like to say a big 'thank you' to everyone for the lovely warm welcome you gave to us when we visited your school. We came to find out what your school does well and how it might be improved. This is what we found.

You make good progress and by the end of Year 6, the standard of your work is in line with the standard of work of pupils in most other schools both in English and mathematics.

Your attendance is good. It is better than attendance in other schools.

Your teachers work hard to plan interesting lessons. They keep you busy, and this helps you to make good progress.

Your behaviour is good. You get on well with one another and with adults in your school. This helps you to learn effectively.

Teachers involve your parents and carers in your learning. Your parents and carers are very pleased with your school.

You enjoy out-of-school activities, and you like having the opportunity to take on responsibilities in your school and local community.

We have suggested to your teachers that they should challenge more of you to reach higher standards in English and mathematics. We have also suggested that they give you more opportunities to find out about how people live in places other than your village. This might be by setting up links with children from other parts of the United Kingdom or abroad, or by receiving visitors, so that you can learn from each other.

I enjoyed my visit your school. You can all play your part in improving it by continuing to behave well and always trying your best.

Yours sincerely

Richard Marsden
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.