

Newport Infant School

Inspection report

Unique Reference Number	123384
Local Authority	Telford and Wrekin
Inspection number	363965
Inspection dates	8–9 June 2011
Reporting inspector	David Lewis

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	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	157
Appropriate authority	The governing body
Chair	Tracey Wynn
Headteacher	Rebecca Overthrow
Date of previous school inspection	11 October 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 17 lessons or parts of lessons, and observed six teachers and three members of the school's support staff. They observed the school's work, and looked at a range of documentation relating to safeguarding, as well as the school's assessment and tracking data, records relating to the monitoring of teaching and learning, minutes of meetings of the governing body, and records for pupils with special educational needs and/or disabilities. Inspectors also analysed the responses to the questionnaires for staff, and the 74 questionnaires returned by parents and carers.

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

- How much progress have different groups of pupils made since September 2010, including those with special educational needs and/or disabilities?
- Has the work the school has done to improve pupils' personal development resulted in better learning in lessons?
- Has the work done by the governing body and senior staff resulted in better quality teaching so that pupils always make the best possible progress?

Information about the school

The school is smaller in size than most primary schools. Most pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is average. The proportion of pupils with special educational needs and/or disabilities is below average, but more of these pupils have a statement of special educational needs than is found in most schools. The range of needs includes physical disabilities, moderate learning difficulties, and emotional and behavioural difficulties. The school has gained Healthy School status.

There is a privately run nursery on the school site and there is a Children's Centre adjacent to the school. These are not managed by the governing body and are inspected separately.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. It provides an excellent quality of education for its pupils. Achievement is excellent and early indications from this year's assessments are that significantly above-average attainment, seen consistently over the past five years, has been maintained. Parents and carers recognise that their children do very well.

The bright, clean and well-equipped learning environment ensures that pupils can enjoy learning and develop a mature approach to their work. Pupils are keen to take on responsibility and they work together extremely well. Their excellent basic skills and growing self-confidence prepare them exceptionally well for the next stage in their lives. They demonstrate a high level of awareness of how they can contribute to the whole-school ethos, for example by making new friends, making sure new children are looked after, and involving others in their playground games. Pupils assured inspectors that 'Everyone has to have friends and if they don't, you have to comfort them.'

Learning and personal development are promoted equally well in the excellent curriculum. The pupils' outstanding social skills and exceptionally well-developed moral awareness are the outcomes of the first-rate care, guidance and support that are provided for all pupils, including those whose circumstances make them potentially vulnerable. Those pupils make the same excellent progress as other pupils because, in this school, every pupil is known and supported as an individual. Pupils benefit from working alongside each other. For example, in an English lesson, where Reception Year children worked alongside pupils in Year 1, everyone communicated a mature grasp of the topic they were studying. Assemblies and normal classroom routines give pupils ample opportunities to think about other people's feelings and to develop a mature approach to school. Such positive attitudes and excellent relationships contribute greatly to the exceptional progress pupils make throughout the school. An excellent range of extra-curricular activities enhances pupils' experiences and contributes to their learning and personal development. However, pupils' awareness of the richness and diversity of cultures in the United Kingdom and abroad is limited. The school recognises that and, working with other schools, has set a priority to improve the situation in the near future.

Data about pupils' progress highlight individual needs and outstanding teaching ensures that activities are creative, interesting, and at the right level for each pupil. Therefore, pupils become totally engrossed in what they are learning. Their work is always marked and, where relevant, annotated to show the level of support needed to complete it. The comments included are not always helpful to pupils, however, because the language used is not always at a level that younger pupils can understand and the written comments for the older pupils who are able to read are not always presented clearly enough for pupils to use to improve their own work.

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Since the last inspection, the work of the governing body, headteacher and staff has become even more focused on a drive for ever-better outcomes. A shared vision of a school in which adults and pupils collaborate in an atmosphere of mutual trust and respect has been enhanced, so that outcomes for pupils' personal development have improved and are now outstanding. In no sense is the school complacent about its considerable achievements and its self-evaluation is mostly accurate. All of this means that the school's capacity to sustain improvement is now outstanding.

What does the school need to do to improve further?

- Help pupils to make better use of teachers' comments in their books by:
 - using language that is more appropriate to the needs of very young children
 - ensuring that teachers model good handwriting and help pupils, especially in Year 2, to use what has been written to improve their work.
 - Give pupils more opportunities to learn about and appreciate the range and diversity of culture in the United Kingdom and abroad.

Outcomes for individuals and groups of pupils

1

Pupils behave exceptionally well. They report that 'No one is naughty, but some of us make the wrong choices at times.' Pupils get on together extremely well. Their maturity makes a strong contribution to learning in lessons. Around the school, they are polite and thoughtful young people, who take delight in being part of a civilised and orderly school community, in which mutual trust and respect are the norm. They are keen to come to school, attendance is high, and they enjoy lessons greatly, as well as the less formal parts of school life. They become engrossed quickly in activities that capture their enthusiasm so that learning becomes a partnership between them and the teachers. For example, in a mathematics lesson in a mixed Year 1/2 class, pupils collaborated in pairs to work out how to pay for items using a variety of coins. They made outstanding progress in understanding the value of different coins and, by considering questions such as 'Could I have paid for this using fewer coins?', they came to an understanding also that there are different ways to approach a problem. In that as in many lessons, they showed academic and social skills well beyond those expected for their age.

School data show that attainment on entry is broadly at the level expected for the children's ages. Relentless efforts to maintain and even surpass the excellent outcomes of the past five years enable support to be given immediately learning falters. Therefore, all pupils make equally outstanding progress, academically and socially. The excellent support for pupils with special needs and/or disabilities raises their self-esteem and contributes to their excellent progress. Pupils are keen to take on responsibility, from simple tasks to more formal activities such as being a member of the school council or the eco-committee and acting as 'playground pals' or librarians. The school council is proud of its achievements, which include having water fountains installed throughout the school.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
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	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
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?

The outstanding teaching observed during the inspection was characterised by its creativity, its match to pupils' needs, and its ability to promote achievement in several different areas of pupils' development simultaneously. Literacy is developed exceptionally well throughout the curriculum. That is seen in the constant drive to communicate ideas clearly. For example, communication was almost entirely in French in one lesson and a celebration assembly included very effective use of sign language to ensure everyone was reached.

No one is forgotten in this school because support is responsive to need and the most-able pupils are challenged and supported just as much as those who find learning difficult. Pupils who have a statement of special educational needs are integrated totally into the classroom community. They participate equally as well as others in everything the school has to offer. Teachers and support staff communicate skilfully to pupils how well they are doing. Pupils' ability to understand the meaning behind what they are told in lessons supports the school's drive for improvement superbly. However, teachers do not always present written comments in ways that pupils can read easily, relate to, or act upon. Arrangements for transferring from year to year and on to the junior school are well managed exceptionally, so that transition from one phase of education to the next is made as easy as possible for the pupils.

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The school has succeeded in creating a delightful learning environment, indoors and out. That and the exciting, imaginative curriculum, play a big part in pupils' outstanding progress. For this year, all pupils in Years 1 and 2 are taught in mixed-year groups. The school turns those arrangements into an exciting opportunity for pupils to learn from and support one another and for younger pupils to benefit from the greater maturity of their peers. Pupils take part enthusiastically in the many opportunities the school provides beyond normal lessons. The opportunities include partnership work with other schools in the area, through which the pupils gain a greater understanding of different backgrounds. Pupils participate wholeheartedly also in activities to promote a healthy lifestyle, such as physical activities and cooking. The activities are designed well to draw even reluctant participants into the culture of adopting a healthy lifestyle.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The excellent leadership of the headteacher and the team of middle leaders is central to the outstanding education provided by the school and its progress since the last inspection. Their vision and drive are shared by the governing body and by staff at all levels. Therefore, everyone is committed totally to maintaining the high standards achieved over the last five years.

Governance is excellent. The governing body holds the school to account exceptionally well. It challenges all aspects of the school's work and uses its expertise extremely well to help the school realise the priorities in the school development plan. Links to areas of development are supported by training to help the governing body gain as much as possible from visits to lessons. Safeguarding procedures and practices, including those for child protection, are good. All statutory responsibilities are met and the school has a rigorous approach to maintaining a safe and secure environment for pupils and staff. Partnerships with other professionals, for example in providing for the needs of pupils whose circumstances may make them vulnerable, are outstanding.

The school ensures that every pupil has an equal chance to learn. It tackles any form of discrimination or inequality rigorously. Teaching is monitored closely and professional development targeted where it is needed most. As a result, teaching has improved since the last inspection. Classroom support is well managed. Staff at all levels have a consistent approach to teaching and learning that secures the excellent progress of which the school is justly proud. Parents and carers are appreciative of what the school does for their children and are unanimous in saying that they are pleased with the education it provides.

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The school has an excellent understanding of its own context and of the community it serves. It grasps opportunities to work in partnership with other primary schools in different circumstances readily and to forge links with local religious groups. Through the links, it introduces pupils to different faiths and cultures, but, relatively, its work to ensure pupils have a good understanding of what it means to be a citizen of the United Kingdom is underdeveloped. A project is planned to tackle that, but it is still in its infancy.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children learn and develop exceptionally well during the Reception Year. Relationships are very strong at all levels and children learn quickly to take advantage of the excellent opportunities they have to select their own activities and shape their own learning. They end the Reception Year able to write in simple sentences with capital letters and full stops and to calculate and order numbers accurately. Reception Year children are stimulated by working with older pupils and this contributes to their excellent progress.

Excellent leadership and management ensure that a highly stimulating curriculum supports outstanding teaching. As in the rest of the school, teaching is focused closely on children's individual needs. Therefore, children are constantly challenged by activities that help them to think for themselves and appreciate the joy of learning. The school works extremely closely with parents and carers, so that the excellent behaviour and productive relationships that are characteristic of the school are started early and can be reinforced at home. Children's health, safety and welfare are paramount. Therefore, all children, including those with special educational needs and/or disabilities, make rapid progress in their personal, social and emotional development.

The close working partnership between teaching and support staff creates an environment that is extremely supportive and fully inclusive of all children, regardless of background or

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ability. Transfer to Year 1 is managed exceptionally well. It ensures that children integrate seamlessly into their new classes and rapidly become accustomed to the changing nature of their work.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The response to the questionnaire for parents and carers was higher than in most schools. Over nine tenths indicated strong support for the school in every question. They appreciate the quality of education provided by the school fully and are convinced that the school keeps their children safe, whilst providing activities that the children find both exciting and enjoyable. Many parents and carers chose to comment further on issues raised in the questionnaire. Most of these comments reinforced the favourable opinions, often very strongly. There was no pattern apparent in the few criticisms that they raised, but all were investigated by inspectors and no evidence was found to confirm them.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newport Infant 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 inspectors received 74 completed questionnaires by the end of the on-site inspection. In total, there are 157 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	81	14	19	0	0	0	0
The school keeps my child safe	61	82	13	18	0	0	0	0
My school informs me about my child's progress	42	57	31	42	1	1	0	0
My child is making enough progress at this school	46	62	27	36	1	1	0	0
The teaching is good at this school	49	66	25	34	0	0	0	0
The school helps me to support my child's learning	40	54	28	38	4	5	0	0
The school helps my child to have a healthy lifestyle	51	69	21	28	2	3	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)	49	66	22	30	0	0	0	0
The school meets my child's particular needs	44	59	27	36	2	3	0	0
The school deals effectively with unacceptable behaviour	43	58	27	36	2	3	0	0
The school takes account of my suggestions and concerns	38	51	27	36	5	7	0	0
The school is led and managed effectively	43	58	24	32	5	7	1	1
Overall, I am happy with my child's experience at this school	56	77	17	23	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



10 June 2011

Dear Pupils

Inspection of Newport Infant School, Newport, TF10 7DX

Thank you very much for making us welcome when we visited your school recently. We enjoyed talking to many of you. You were excellent at explaining what you like about your school and the exciting things you do. We enjoyed especially seeing you enjoying your lessons so much and observing the way that you look after one another in the playground as well as in class.

You go to an outstanding school. You behave very well indeed and this helps you to learn quickly. We were impressed by the way that you try hard and learn to read and write so quickly in the Reception class. We enjoyed also seeing how absorbed you become in what you are doing and the way in which you work together, especially in mathematics, to solve problems. The teachers arrange a lot of exciting things for you to do, including learning French and working with pupils from other schools to give performances. We hope that you will be able to go on doing this because visiting other schools helps you to get to know more about other people. The headteacher and teachers are doing an excellent job and they enjoy teaching you very much. Before you leave the school to go to junior school, they help to prepare you so that you will go on doing very well. In order to help you even more, we have asked them to do the following things.

Make sure that, when they write comments in your books to show you how to improve, you can read and understand them clearly so you can make some of the improvements yourselves.

Help you to learn more about the different cultures in the United Kingdom and wider world.

We hope that you will continue to love learning as much as you do now, for the rest of your lives.

Yours sincerely

David Lewis

Lead inspector (on behalf of the inspection team)

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