

New Hall Primary and Children's Centre

Langley Hall Drive, Sutton Coldfield, B75 7NQ

Inspection dates 19–20 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Standards have been rising steadily since the previous inspection and are now securely average.
- Achievement is good because the number of pupils making the nationally expected progress compares well with national data but the number making more progress is better.
- The quality of teaching and learning is good at all stages so pupils of all ages and at all levels of attainment make good progress.
- Behaviour in lessons is mostly good or outstanding. Pupils settle to their tasks quickly and sustain their concentration well over time.
- Attendance has improved rapidly over the last three years and is now above the national average.
- School leaders and managers do a good job and have been responsible for the school moving from satisfactory at the previous inspection to good.
- The capacity for this school to improve even more is good.

It is not yet an outstanding school because

- In mathematics the percentage of pupils gaining the higher levels at the end of Years 2 and 6 is below average.
- There is still a small minority of teaching that requires improvement.
- A few younger pupils find it difficult to sustain concentration and are not good at working independently.

Information about this inspection

- Inspectors observed 16 lessons taught by 12 teachers and observed small group sessions, generally taught by teaching assistants, to support pupils with special educational needs. They spent 11½ hours directly observing pupils' learning in class.
- Three joint observations were carried out with the headteacher.
- Inspectors heard pupils read and scrutinised their work in books and on display.
- Meetings were held with members of the governing body, senior leaders, staff, pupils and some parents and carers. Inspectors met with a representative of the local authority.
- Inspectors looked at a wide range of documentation including improvement plans and self-evaluation, as well as assessment data from the monitoring of pupils' progress. Documents detailing the school's arrangements for safeguarding pupils were scrutinised.
- The responses of ten parents and carers in Parent View were considered as well as outcomes of the school's parents' questionnaires. A number of parents gave their views on the school directly to inspectors before attending a school assembly.
- Questionnaire responses from 17 staff were considered.

Inspection team

David Speakman, Lead inspector	Additional inspector
David Bowles	Additional inspector
Patricia Hunt	Additional inspector

Full report

Information about this school

- The school is similar in size to other primary schools.
- The large majority of pupils are White British, and a broadly average percentage comes from a wide range of minority ethnic backgrounds.
- The proportion of pupils who speak English as an additional language is below average. Very few are at the early stages of learning English.
- The proportion of pupils known to be eligible for the pupil premium is very high.
- The proportion of pupils supported through school action is greater than in most schools and those supported at school action plus or with a statement of special educational needs, is similar to other schools.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club each morning before school and an after-school club.
- There is a children's centre on site. The headteacher of the school is also the headteacher of the children's centre. The centre is inspected separately.

What does the school need to do to improve further?

- Ensure that all teaching is at least good by:
 - improving class management and organisation where it is sometimes less effective, to ensure pupils are fully occupied and engaged in learning at all times
 - giving pupils the opportunity to learn how to work independently.
- Raise attainment in mathematics for those pupils capable of attaining the higher levels in end of key stage assessments in Years 2 and 6 by:
 - raising teachers' expectations of what these pupils are capable of doing
 - providing consistent levels of challenge.

Inspection judgements

The achievement of pupils is good

- Children enter nursery with skills and knowledge that are well below those typical for their age. They achieve well in the Early Years Foundation Stage and by the time they transfer into Year 1, attainment is close to the average in all areas of learning. Achievement in personal, social and emotional development is particularly good as shown by children's consistently outstanding behaviour.
- Good progress continues at Key Stage 1, especially in Year 2 where it is exceptional and the pace of learning rapid. Pupils achieve well from their starting points and attainment is broadly average in reading, writing and mathematics at the end of Year 2, except for the lower percentage achieving the higher level 3 in mathematics. Standards have been gradually but steadily rising over the last three years.
- Pupils' achievement at Key Stage 2 is good. Current pupils and those who have recently completed the key stage joined Year 3 with below average attainment. At the end of Year 6 standards are broadly average in English and mathematics. As at Key Stage 1, the proportion achieving the higher level 5 mathematics in end of key stage assessments is below average.
- All groups of pupils, including those from minority ethnic backgrounds, disabled pupils and those with special educational needs, and those for who the school attracts the pupil premium are achieving equally well. The percentage of pupils making the nationally expected two levels progress at Key Stage 2, compares favourably with national data. More importantly, the proportion making more than two levels progress significantly exceeds the national average. This means that pupils achieve well in this school.
- By the end of Year 6, pupils have developed good learning skills. They are attentive, attempt challenging tasks with confidence and persevere to overcome difficulties. They are confident and are comfortable in responding to challenging questions, as seen in an outstanding Key Stage 2 guided reading session. Pupils had a good understanding of how to read and used technical terms with understanding to explain their responses.
- The learning skills of a few younger pupils are not good and require improvement. When they are not directly supervised by an adult and are expected to work independently, they too quickly lose concentration and come off task and this slows their progress. Other pupils are aware of this and say that this does not disrupt their learning.

The quality of teaching is good

- The overall quality of teaching seen during the inspection was good; some teaching was outstanding. However, a very small minority requires improvement. This profile is typical of the teaching in school generally as indicated by the senior leadership team's monitoring records. The quality of teaching has improved since the previous inspection and this has contributed significantly to better pupil progress and rising standards at all levels of attainment throughout the school.
- Teaching in the Early Years Foundation Stage is consistently good or outstanding. Adults focus on developing children's basic literacy and numeracy skills, as well as their personal development. They plan a wide range of activities to stimulate children's curiosity and provide excellent resources to support good learning. Teachers have high expectations and assess children's progress well to move learning on at a good pace.
- In lessons where teaching is good or better, the pace of learning is brisk and sometimes rapid. Activities are interesting and effective in stimulating pupils' engagement, such as the Year 3

lesson in which the whole class read a short story 'Tiddalick' about a mischievous frog. They thoroughly enjoyed this activity and this was highly effective as a lesson opener; pupils were highly motivated to plan the writing of their own amusing stories about mischievous creatures. Teachers continually assess pupils' learning throughout lessons and move them onto the next steps immediately they are ready. Where pupils are having difficulty, teachers recognise this and take the time to explain so pupils can move onto their next steps with confidence.

- Teachers use a range of strategies to make sure all pupils are engaged and are attentive enough to answer questions at any time in the lesson. They pick from a tub of named lolly sticks to select pupils to answer questions. They provide all pupils with marker pens and individual marker boards and require all pupils to display their answers, checking them over quickly but very carefully. Pupils enjoy these strategies and stay attentive in case they are asked to contribute.
- Expectations of what pupils can do are high in most lessons. The level of challenge for different groups of pupils is well matched to previous learning, but sufficient to move them onto the next steps quickly. Very occasionally, opportunities are missed to challenge pupils capable of higher attainment in mathematics, in both key stages.
- Where teaching requires improvement, class organisation and management are the main weaknesses. Teachers do not always provide sufficient guidance to ensure that pupils are fully engaged all of the time; tasks are not reshaped to match pupils' changing needs and intervention to tackle poor concentration is not prompt enough.
- Teachers mark pupils' well in English, mathematics and in other subjects such as topic. Marking promotes pupils' self-esteem, indicating what is done well and where work can be improved. There is evidence to show that pupils are involved in self and peer assessment of work through reviewing and sensibly commenting on the quality of their own or others' work.

The behaviour and safety of pupils are good

- Behaviour in lessons, in assemblies and around school is good and, for very large majority of pupils, contributes well to their good progress and quality of learning. Behaviour in the Early Years Foundation Stage is always either good or outstanding.
- A few younger pupils in both Key Stages 1 and 2 find sustaining concentration difficult when they are expected to work independently or without the direct supervision of an adult. Pupils confirm that this does not cause disruption to others, but it does have the effect of diverting the teachers' attention from their work with focus groups. A 'nurture group' is particularly effective in helping selected pupils make a smooth transition from home to school each morning.
- The few instances of unsettled behaviour are directly related to teaching. If pupils are not guided adequately and are not clear about what is expected of them, they lose concentration and come off task. In contrast, when pupils are fully occupied, have clear directions on what they are expected to do and achieve and the level of challenge is high, behaviour is good and sometimes outstanding, as in a Year 2 Literacy lesson.
- Attendance has improved significantly over the last three years. In the academic year 2009 – 2010, attendance was low. During the most recent academic year, it was above the national average.
- Pupils' spiritual, moral, social and cultural development is developed well through the curriculum and through the strong ethos of care, equality and inclusion. It has a positive impact on pupils' behaviour; they know the difference between right and wrong. Pupils have a

good awareness of the cultural diversity in school and in the communities in which they live and mix. In lessons and assemblies, a number of opportunities are provided for reflection and pupils engage enthusiastically in these. Pupils work well together, respecting others' difficulties and spontaneously applauding success. They show interest and are considerate towards peers, adults and visitors.

The leadership and management are good

- The headteacher and senior leadership team have very high aspirations for this school and work relentlessly towards achieving their challenging targets. Results of the staff questionnaire shows that all staff are fully supportive of the senior leadership team and what they are doing to improve the school. They cooperate fully with leadership and as a result of acting on advice from the monitoring of teaching, for example, have managed to raise the level of their own teaching practice.
- Rigorous monitoring and evaluation are used to plan school improvement very well. The development plan has relevant and challenging targets and is constantly reviewed.
- Senior leaders hold class teachers to account for the progress their pupils make at pupil progress reviews each half term. Initially, the headteacher and deputy headteacher would question teachers, but now the teachers have taken ownership of the process and lead the meetings through presenting assessment data for discussion. This exemplifies the staff's support for the drive to improve the school.
- The local authority has designated this school as one causing no concern and as such has a low level of supervision. A new link person has been appointed and is aware of the school's strengths and weaknesses and the headteacher's concerns. He has put New Hall in touch with another school which serves a community with similar needs, so they can share ideas and support each other. The local authority's support is adequate.
- The curriculum is broad, well balanced, has a richness and variety of learning experiences and enables all pupils to learn well. There are meaningful links between subjects so pupils can see the purpose of learning skills such as writing in a range of different subjects and styles. Planned actions to support those pupils who, for whatever reasons need extra support, are very effective.
- Statutory duties are met. At the time of the inspection safeguarding of pupils met current government requirements fully. The breakfast club and after school club ensure the safety of children whose parents have to leave for work early or are not available to take care of their children at the end of the school day.
- **The governance of the school:**
 - has improved since the previous inspection; there is now greater stability and governors are better placed to support and challenge the school
 - governors are well organised and procedures are clear and efficient
 - direct involvement with different aspects of school life, such as provision for disabled pupils and those with special educational needs, is a growing feature of the governing body's work
 - governors are well informed through the headteacher's reports and are increasingly challenging the school.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103395
Local authority	Birmingham
Inspection number	404873

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	257
Appropriate authority	The governing body
Chair	Roy Roberts
Headteacher	Beverley Hanks
Date of previous school inspection	14 September 2010
Telephone number	0121 4645170
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