

Newbold and Tredington CofE Primary School

Manor Farm Road, Tredington, Shipston-on-Stour, CV36 4NZ

Inspection dates

9–10 October 2012

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching and pupils' consequent achievement in mathematics and writing, while improving, are not yet consistently good.
- When teachers mark pupils' work in humanities and science, opportunities are missed to point out what to do next to improve mathematical or writing skills.
- Although teachers set work at broadly the right level in lessons, planning of learning is not yet always sharp enough to enable each pupil to make good progress.
- Teachers sometimes give too many things in lessons to focus on so pupils know they have learned successfully ('success criteria'), and this practice slows the pace of pupils' learning.
- The work of middle leaders is underdeveloped in monitoring the progress and achievement of pupils in their subjects across the whole school and taking action where practice is not good.

The school has the following strengths

- Governors know their responsibilities and take their role seriously. They have undertaken training to build their skills further to help the school improve.
- The headteacher is dedicated and has determination to move the school forward. Together with governors, his emphasis on improving the quality of teaching and learning is having considerable impact.
- Children achieve well from the start in Reception.
- Pupils feel happy and safe. They say that they know that their opinions are important to the school.
- The provision for pupils' spiritual, moral, social and cultural development is at the heart of the school. Its impact is seen in the calm atmosphere and pupils' good behaviour.
- Out-of-class learning opportunities are good and pupils learn skills – such as touch-typing – and study a wide range of musical instruments and sports.
- Links with parents and with local schools are strong and productive.

Information about this inspection

- The inspector observed teaching in all parts of the school in six lessons, including four which were shared observations with the headteacher. In addition, pupils were heard reading and pupils' work in books was scrutinised.
- Discussions were held with representatives of the senior leadership team, the Chair of the Governing Body, pupils and a representative of the local authority.
- Inspection took account of the 15 responses to the online questionnaire (Parent View) as well as 12 responses to staff questionnaires.
- The inspector observed the school's work and looked at a number of documents including those relating to safeguarding, planning and monitoring, records of pupils' behaviour and attendance and the school's own data on pupils' progress.

Inspection team

Sheelagh Barnes, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school. It functions on two sites, which are several miles apart. As a result, pupils travel on buses between the two sites and another nearby village at the start and end of each day.
- Almost all pupils are White British.
- The proportion of pupils known to be eligible for pupil premium is very low.
- An average proportion of pupils are supported by school action or school action plus. There is no pupil currently that has a statement of special educational needs.
- The headteacher was appointed to the school since the previous inspection.
- The local authority stepped in to take charge of finance shortly before the previous inspection. A new governing body was appointed internally. Financial powers have now been re-devolved to the new governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching and learning in writing and mathematics by ensuring:
 - teachers always meet the learning needs of all pupils closely by using information from assessment of pupils' prior attainment and progress more incisively when planning lessons
 - reinforcement of pupils' developing writing and mathematical skills when marking humanities topics and science work, by always pointing out what pupils can do to improve
 - limiting the 'success criteria' for pupils to note in lessons to a few of the most pertinent so they can focus on the most important learning points intended and learn at a good pace.
- The governors and headteacher should ensure that:
 - middle leaders take a more active role in monitoring the progress of pupils in their subjects across the school
 - middle leaders take action to resolve any issues of underachievement swiftly
 - the headteacher has more opportunity to take a more strategic role in school development by middle leaders taking more responsibility for development priorities.

Inspection judgements

The achievement of pupils requires improvement

- Children start school with levels of skills and knowledge that vary because of the small year groups, but are usually above those expected for their age in all areas of learning.
- In the Reception class, children make consistently good progress in their learning, particularly in learning phonics (the relationships between letters and the sounds they make). This has been the case over previous years. Standards at the start of Year 1 are regularly above those expected and achievement for these children is good.
- School tracking of pupils' achievement indicates that some year groups have made slow progress in recent years. In some year groups, there was slow progress in writing and, in others, mathematics, and there has not been a consistent pattern to this performance across years or subjects. Progress has now accelerated, however, and pupils are regaining lost ground.
- Almost all pupils in Key Stages 1 and 2 are currently making at least the progress expected nationally. In some lessons, progress is good. However, achievement is not good because this faster progress is not yet consistently good across Key Stage 1 and Key Stage 2. Progress seen in lessons and in pupils' workbooks indicates that this improving picture is typical.
- Pupils' progress in writing and mathematics is not as strong as it could be, because opportunities for them to practise and improve mathematical and writing skills in other subjects, such as design and technology, science and humanities are sometimes missed.
- Attainment at the end of Year 6 has been broadly average in previous years because, as pupils moved through the school, the pace of their learning was not quick enough for them to maintain the higher standards they had attained early on in Reception.
- In 2012, results in the national tests for Year 6 were above those of previous years and above the national average. The progress these pupils made, particularly in Years 5 and 6, was good.
- Disabled pupils and those who have special educational needs make progress in line with their peers because of the helpful support of teachers and other adults, which enables them to overcome learning difficulties.
- The very few pupils in receipt of the pupil premium benefit from the extra support this provides for them, which enables them to achieve as well as other pupils.

The quality of teaching requires improvement

- Teaching is not consistently good overall because some learning, progress and achievement are not rapid enough. However, the quality of teaching is improving and some good teaching was seen during the inspection.
- Although learning objectives are properly shared with pupils at the start of lessons, 'success criteria' are also usually listed on a board for pupils to note, telling them what the teacher expects them to remember to do in their learning. This practice is intended to be helpful to

them in developing skills of self-evaluation of their work. However, there are often far too many 'criteria' for pupils to take in all at once and, as a consequence, their impact on improving the quality and pace of pupils' learning is reduced.

- Teachers plan work that takes pupils' ability levels and the stage they have reached in their learning into general consideration. However, pitching learning at the right level is not done with enough rigour to enable pupils to build swiftly on previous learning. As a consequence, the pupils' progress is not always as rapid as it should be.
- Marking across the school does not always give pupils enough guidance about how to improve their writing and mathematical skills. This is particularly the case in the marking of work in science and humanities. However, marking is regular and gives praise for work done well.
- Teachers choose learning activities that capture pupils' interest and enthusiasm and use questioning and discussion effectively to stimulate interest. As a result, pupils are keen to study and find out more.
- Teaching in the Early Years Foundation Stage is consistently good. The early grounding given to children in phonics (sounds and letters) provides a firm foundation for the development of reading skills. Throughout the school, pupils make at least expected progress in reading and, for many, it is good. This is because teachers effectively foster a love of books.
- Relationships are positive and pupils are keen to do what they are asked by their teachers. Consequently, teachers are able to make a highly effective contribution to pupils' spiritual, moral, social and cultural development, for example in art, music, sport and extra-curricular activities.
- Teaching assistants make a suitable contribution to pupils' learning, especially that of disabled pupils and those who have special educational needs and those supported by additional funding through the pupil premium.

The behaviour and safety of pupils are good

- Pupils have positive attitudes to learning and act responsibly. They treat adults and each other with respect. As a consequence, there is very little disruption in lessons.
 - The behaviour of disabled pupils and those who have special educational needs is similar to that of their peers. These pupils have staff support appropriate to their needs and play a full part in the school community.
 - Pupils are punctual and attend regularly, resulting in minimal disruption to the arrangements for travel between sites at the start of the school day. Lessons invariably start on time.
 - Parents say that their children feel safe and happy at school and pupils confirm that this view is correct. There is very little bullying and pupils are aware of the risks and how to avoid and overcome them. They talk confidently about the ways they know of to deal with any cyber
-

and prejudice-based bullying. They speak of the training they have had in school to teach them how to manage sensibly situations that have risk and what to do if they have a concern.

- Pupils say that they know what to do if anyone is unpleasant or if they are worried about anything. They say that relationship problems are resolved quickly, and that, 'We usually make friends again after a few days.'
- Poor behaviour is rare in this tightly knit community. Minor incidents of misbehaviour that do occur are dealt with swiftly and effectively. As a consequence, there have been no exclusions in recent years.

The leadership and management requires improvement

- The headteacher is ambitious for the school. He takes on the majority of the monitoring of the quality of teaching and learning and the tracking of pupils' progress. The impact of his actions is shown by improved teaching and learning and a measurable rise in standards.
- Performance management for teachers, which had lapsed, has been reintroduced in the last year by the headteacher. The local authority has provided helpful support for this action and for the development of links with the local group of schools for the professional development of staff. These developments are proving beneficial to the school in providing training and examples of good practice as guidance and support to improve staff effectiveness.
- The local authority acted decisively by withdrawing financial powers from a previous governing body. The financial situation is now stable and competently managed by the current governors.
- School self-evaluation makes clear that the headteacher and governors are fully aware of the strengths of the school and the most important priorities for improvement. Consequently, there has been a focus on improving teaching over the past year and this has already improved the quality significantly. However, the school's target of 80% of teaching and learning being good by this time has not yet been achieved.
- The school's planning for improvement is known to all staff. The specific responsibilities for action, such as the monitoring of teaching and learning in key subjects, are identified in general terms. However, the plan does not state explicitly who should be the main driver for each priority and what exact timescales are set for each development. As a result, too often it falls to the headteacher to instigate action and middle leaders and managers are not involved enough.
- The headteacher does most of the monitoring of progress, and middle leaders' role in monitoring progress is underdeveloped. This, combined with the need to travel regularly between two sites, limits the time left to him for leading strategic development.
- The leadership and management of the Early Years Foundation Stage are good and, as a result, the good quality of the provision noted by the previous inspection has been effectively

maintained.

■ **The governance of the school:**

- is now well informed and trained and so, consequently, confident to question and challenge the school
 - has ambition and determination for improvement of the key priorities of teaching and pupils' achievement
 - is committed and gives generously of time and hard work
 - ensures that arrangements for pupils' safety are given high priority and all safeguarding requirements are met.
-

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	130882
Local authority	Warwickshire
Inspection number	406386

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	64
Appropriate authority	The governing body
Chair	Ali Thompson
Headteacher	Carl Upton
Date of previous school inspection	29 September 2010
Telephone number	01608 661568
Fax number	Not applicable
Email address	head3214@we-learn.com

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 information 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'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

