

Orrell Newfold Primary School

St James Road, Orrell, Wigan Lancashire, WN5 7BD

Inspection dates

4–5 December 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school

- The achievement of pupils is outstanding. They make excellent progress during their time at the school.
- Children make a very good start to their education in the stimulating and nurturing environment of the Early Years Foundation Stage.
- Outstanding teaching inspires the children and enables them to approach new learning with assurance, confidently building on their skills as they move up the school.
- Teachers have very high expectations of all pupils. Each child is recognised as a unique individual and learning activities are exceptionally well matched to their individual needs. Marking of work clearly tells pupils how to improve although spelling errors are not always identified.
- Standards of behaviour throughout the school are exemplary. Children are exceptionally proud of their school and feel very safe.
- Children are highly involved in decision-making within the school, for example as members of the school council.
- The head teacher is an inspirational leader. He is strongly supported by a talented and dedicated leadership team and staff, including a very able deputy head teacher. The school is improving quickly and staff morale is exceptionally high.
- The knowledgeable and dedicated governing body contribute significantly to the achievement and success of the school.
- Parents are overwhelmingly positive about the school, the care and the quality of education provided.
- Spiritual, moral, social and cultural development is exceptionally well promoted throughout the school and makes a strong contribution to pupils' personal development.

Information about this inspection

- Inspectors observed 14 lessons of which one was a joint observation with the headteacher. They also listened to pupils read and scrutinised their work. In addition, inspectors made a number of short visits to classes.
- Meetings were held with pupils, staff and members of the governing body. In addition, the lead inspector also considered the views of a representative from the local authority.
- Inspectors observed the school's work and scrutinised a number of documents including the school's improvement plan, monitoring files, minutes from governors meetings, data on pupils' past and current progress and records relating to attendance, behaviour and safeguarding.
- Inspector also took account of 53 responses to the online questionnaire (Parent View) and spoke to parents as they brought their children to school. They also considered 22 questionnaires completed by staff.

Inspection team

Sheila Iwaskow	Lead Inspector
Sheila Mawer	Additional Inspector
John Shutt	Additional Inspector

Full report

Information about this school

- The school is larger than most primary schools.
- The large majority of pupils are of White British heritage.
- The proportion of pupils known to be eligible for pupil premium (additional government funding provided for children in local authority care, those from services families and those known to be eligible for free school means) is below the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at, school action plus or with a statement is also below the national average.
- The school meets the government's current floor standards, which are the minimum expectations for pupil's attainment and progress.
- Since the last inspection a new head teacher and deputy head teacher have been appointed.

What does the school need to do to improve further?

- Develop further the consistency in marking across the school by:
 - ensuring that pupils in Key Stage 1 always have the opportunity to correct their spelling errors and that Key Stage 2 teachers always identify spelling mistakes and give pupils the chance to correct them.

Inspection judgements

The achievement of pupils is outstanding

- Children enter the school with a level of skill and knowledge that is below that expected for their age. They make excellent progress in the Early Years Foundation Stage and very quickly become exceptionally confident learners.
- Progress at Key Stage 1 is good. By the end of Year 2 a significant number of pupils reach above the expected levels in reading and mathematics. A smaller proportion also reach above expected levels in writing. The school has taken swift action to remedy this and current school data shows that significant progress has been made with more now working at higher levels in writing.
- Progress in Key Stage 2 is rapid and sustained and attainment is well above average. The school's own data and national test results clearly demonstrate the excellent progress that pupils make. At the end of Year 6, the number of pupils making more than expected progress in English and mathematics is double the national average.
- Pupils are taught to read exceptionally well. The highly effective teaching of phonic skills (linking letters and sounds) in the Early Years Foundation Stage and at Key Stage 1 is providing pupils with the skills to enable them to read more difficult words. The school performed very well in recent phonic screening tests with a significant number (87 %) of pupils achieving the expected standard. Parents are highly involved in fostering their children's love of reading, by listening to them read at home and commenting in their reading diaries. This is very much appreciated by the school.
- Pupils who are disabled or who have special educational needs achieve extremely well. The school ensures that needs are very quickly identified and provides excellent support to help them succeed.
- Pupils supported by the pupil premium also achieve extremely well in line with their peers. Funds are used to provide those pupils with additional resources and targeted support. As a result, children achieve well, especially in English
- The vast majority of parents agree that their children do well at school.

The quality of teaching is outstanding

- Since the last inspection, the quality of teaching has improved from good to outstanding. The vast majority of parents agree that their children are taught very well and inspectors agree.
- All staff, including learning support assistants, share wonderful warm, caring and respectful relationships with pupils. Consequently, pupils are eager to come to school and lessons run smoothly.
- All staff work exceptionally hard to ensure that the environment, both around the school and in classrooms, stimulates pupils' enthusiasm for learning. Displays are highly informative and resources are accessible, allowing pupils to work on their own.
- Teachers have excellent subject knowledge and have high expectations of pupils. Lessons are very well planned. The pace of learning is brisk and activities set at the right level to challenge children. Very clear explanations are given so that pupils know and understand what is expected of them.
- The use of questioning is highly effective and teachers assess pupils' understanding and adjust activities if they are not demanding enough.
- Staff use innovative teaching strategies to capture pupils' enthusiasm and develop their excitement in learning. In Year 2, teachers dress up as the Virgin Mary and made excellent use of visual aids to bring the Christmas story to life. In addition, in Year 5 staff and pupils dressed up as Victorians and enjoyed a wide range of exciting and exceptionally well planned activities

which gave them an appreciation of what it was like to live in Victorian times.

- In Reception, children are similarly enthusiastic for example when they found pieces of carrot and white hair from a man's beard in the school play ground. Very gently the teacher suggested that Father Christmas and his reindeer may have visited the school the night before. On hearing this children gasped and giggled with delight.
- Overall, the marking of pupils' work is very helpful and constructive. However, minor inconsistencies have been identified. At Key Stage 1, in some literacy books pupils are, at times, not given the opportunity to correct the spelling of everyday key words. Likewise at Key Stage 2 teachers do not always identify spelling mistakes and provide opportunities for pupils to correct them.
- Learning support assistants make a very valuable contribution to pupils' learning. They work closely with the class teacher to ensure that the support provided for individual pupils or small groups provides the correct level of challenge.

The behaviour and safety of pupils are outstanding

- Behaviour around the school and in lessons is exemplary. Pupils are well-mannered and courteous to adults and each other.
- Pupils have outstanding attitudes to learning. They thoroughly enjoy coming to school and are very eager to learn. Pupils are attentive, work exceptionally well together and often enter into meaningful discussion to discuss their thoughts and ideas. A typical comment from a pupil during a discussion with the inspector was 'this is the best school I have ever been to'.
- Pupils are highly complimentary about the headteacher and staff. Pupils comment that the headteacher is 'easy to talk to', 'like a friend' and 'dead nice'.
- The school provides a safe and caring environment for pupils who show a secure understanding of the different forms that bullying can take. Pupils are keen to tell inspectors that bullying is extremely rare. They are confident that staff take care of them exceptionally well and know that if they had any concerns about bullying an adult would help to sort it out.
- The school council feels very proud of the contribution it makes to decision-making within the school. Members of the council meet regularly with the head teacher to put forward their ideas and opinions on the running of the school. For example, they have contributed to the redesigning of the school play ground.
- Attendance is good and pupils are punctual. An overwhelming majority of parents say that they would recommend this school to others.

The leadership and management are outstanding

- The school is exceptionally well led by a head teacher who strives to ensure that every pupil has the very best educational experience possible. He is earnestly supported by staff and governing body who share the same clear vision and show the ability to sustain the pace of improvement.
- Rigorous procedures are in place to monitor the quality of teaching. This is linked to an effective programme of training which has helped to raise the overall quality of teaching from good to outstanding. Teachers have targets linked to the progress pupils make and additional pay is based on effective performance in the classroom.
- The school evaluates accurately what is working well and what needs attention. The school development plan is very clearly focused on sustaining the high quality of teaching and the excellent results for pupils.
- Senior staff and subject leaders also contribute strongly to driving forward improvements. Such strong partnership working ensures that a broad and balanced curriculum is delivered to pupils. Literacy and numeracy are embedded in all aspects of the school's work.
- Highly effective procedures are in place to track the performance of groups and individuals. Teachers meet at regular intervals with senior leaders and any underachievement is very quickly

identified and additional support provided.

- Although pupils attending the school are mainly of White British heritage, teachers strive to ensure that they gain a good awareness of the diversity of the world in which they live. Consequently, a wide range of cultural festivals are celebrated and visitors come into the school to talk about different faiths and lifestyles. Such good practice effectively promotes equality of opportunity.
- Excellent links have been established with the local community. The school works very well in partnership with local primary schools, secondary schools and a local children's centre. As a result, pupils from the school have enjoyed taking part in an extensive range of activities including football tournaments, music festivals, samba workshops and art exhibitions
- Lessons enriched by an extensive range of after-school activities which contributes successfully to pupils' spiritual moral and social development. In addition, pupils also enjoy visits to places of local interest such as Manchester airport and Blue Planet Aquarium.
- The local authority provides light touch support for the school.
- **The governance of the school:**
 - Governors are extremely knowledgeable of the school and supportive of the leadership team. They have a high profile around the school and take an active part in school life. Governors hold teachers to account for pupils' progress, ensuring that high standards are maintained in the classroom. Ambitious targets are set for teachers which are linked to pupils' progress and pay awards and governors have undertaken appropriate training to support their role. The governing body are provided with data and assessment information which gives them a secure understanding of how much progress pupils are making in each class. Subject Governors ensure that pupils premium funding is appropriately spent and the impact on this support for relevant pupils is closely monitored. The governing body ensures safeguarding meets statutory requirements and that the school budget is managed effectively.

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	106412
Local authority	Wigan
Inspection number	403013

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	468
Appropriate authority	The governing body
Chair	Andy Davis
Headteacher	P Edge
Date of previous school inspection	10 January 2008
Telephone number	01942 207134
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