School report

Newstead Primary School

Waterside Drive, Blurton, Stoke-on-Trent, Staffordshire , ST3 3LQ

Inspection dates	12–13 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	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.

- Significant improvements made since the last inspection have ensured that all pupils now make rapid progress and reach levels which are well above the national average by the end of Year 6.
- Consistently high-quality teaching and excellent attention to individual needs mean that all pupils thrive and want to learn.
- Pupils are a delight to be with. They are polite, well-behaved and show respect to both adults and other pupils. They enjoy school and feel safe. This is reflected in their high attendance levels.
- Topic work is imaginative and exciting and provides an excellent variety of activities and experiences throughout the year, including many memorable visits.
- The learning environment is vibrant and of exceptionally high quality. It is a showcase for pupils' excellent work and their experiences. Amazing role play areas in all classrooms strongly promote pupils' speaking and listening skills.
- The drive and determination of the headteacher, matched by the hard work of other leaders and governors, has placed this school in the top 2% of schools nationally in terms of the progress made by pupils.
- The very knowledgeable and highly involved governing body skilfully supports and challenges leaders at all levels. This has led to even higher standards for all groups of pupils.

Information about this inspection

- Inspectors observed teaching in all classes. They visited 17 lessons, four of which were jointly observed with the headteacher and deputy headteacher.
- Discussions were held with pupils, the headteacher and other leaders, the Chair of the Governing Body and a representative from the local authority.
- Inspectors took account of the eight responses to the online questionnaire (Parent View). They also spoke to parents as they brought their children to school and to a parent who requested an appointment with the inspection team.
- Questionnaires from 23 staff were received and their views taken into account.
- The inspection team listened to pupils read, spoke with them about their learning and looked at the work in their books.
- The inspectors looked at a number of documents, including the school's own self-evaluation, the school improvement plan, data on pupils' current progress, leaders' reports of lesson observations, minutes of the governing body meetings and records relating to behaviour, attendance and safeguarding.

Inspection team

Heather Simpson, Lead inspector	Additional Inspector
Jean Tarry	Additional Inspector

Full report

Information about this school

- The school is similar in size to most other primary schools.
- Almost all pupils are from White British backgrounds.
- An above-average proportion of pupils are eligible for the pupil premium, which provides additional funding for looked after children and pupils known to be eligible for free school meals.
- The proportion of pupils supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has received numerous awards in recognition of its work, most notably the recent 'Artsmark', at gold standard.

What does the school need to do to improve further?

- Improve the quality of pupils' handwriting and presentation throughout the school by ensuring that all teachers accept only pupils' best work.

Inspection judgements

The achievement of pupils is outstanding

- Most children start school with skills that are lower than those typically expected for their age. Children make good progress in the Early Years Foundation Stage and enter Year 1 with broadly average skills for their age.
- Attainment over time in Key Stage 1 has been lower than the national average, but in 2012 pupils reached the levels expected for their age, and they did better than this in writing. There is an improving trend and pupils are set to continue reaching the levels which are expected for their age.
- Key Stage 2 attainment has improved significantly since the last inspection. Standards in English and mathematics are well above average, with many more pupils reaching the nationally expected standards. School data show that current year groups are on track to continue to achieve results which are above the national average.
- Pupils in Years 1 to 6 are now making outstanding progress. Teaching of consistently high quality and initiatives such as 'Fix it' time have ensured that every single pupil makes the progress expected, and the large majority make even greater gains. This has resulted in the school being placed in the top 2% of schools nationally for the last two years. The proportion of pupils reaching the higher levels in both English and mathematics has significantly increased.
- Disabled pupils and those who have special educational needs make outstanding progress. This is as a result of the targeted support they are given in lessons and the additional individual support they receive outside lessons.
- Pupils eligible for the pupil premium also make outstanding progress along with their peers. The funding received by the school is put to excellent use; it provides additional time with adults in lessons and subsidises a wide range of school trips. These visits are an important part of the school's curriculum and provide real-life experiences which pupils can build on and write about. The results achieved in writing in Key Stage 1 and Key Stage 2 show the impact.
- The relentless focus on daily reading ensures that all pupils achieve well. Pupils in Key Stage 1 take home three books each week to improve their reading using a variety of different sorts of books. Every pupil is also heard read on a daily basis, either by staff or reading volunteers. Younger pupils use their knowledge of letters and sounds successfully to tackle new words. Older pupils read books by their favourite authors and many enjoy reading for pleasure.

The quality of teaching is outstanding

- Teaching has significantly improved since the last inspection. It is consistently good and much of it is outstanding. Carefully planned lessons, which are closely matched to pupils' individual needs, ensure that pupils are enthusiastic and participate well. Most parents feel their children are well taught and pupils agree.
- The Early Years Foundation Stage areas, both inside and outside, are extremely well used to promote exciting lessons and offer good chances for pupils to find things out for themselves. For example, in a lesson observed in the Nursery class during the inspection children had opportunities to wrap Christmas presents, write to or telephone Santa and dress up in seasonal costumes. This helped develop early skills in a fun and imaginative way. Activities were supported by highly skilled staff who were on hand to ask questions and guide the learning.
- Teachers' classroom management and relationships with their pupils are excellent. Teachers' expectations of what pupils can do are high overall but teachers sometimes accept, too readily, written work that is not well presented.
- Marking in all subjects is consistently of a high quality. Pupils know their levels and are given helpful comments in their books which enable them to correct and improve their work on a daily basis.
- Excellent support from additional adults, both staff and volunteers, contributes enormously to

the progress made by pupils of all abilities. Many pupils who are eligible for the pupil premium funding receive targeted support in their reading, writing and mathematics, which results in them making outstanding progress.

- Classrooms are bright and vibrant and all have wonderful role play areas which strongly promote speaking and listening skills. The igloo, log cabin and Greek temple, to name but a few, reinforce topic work in an imaginative way.

The behaviour and safety of pupils are outstanding

- Pupils' attitudes to learning are exemplary. They are proud of their school and enjoy all aspects of school life. As one parent said, 'My three children can't wait to get up in the morning to get to school. They love it'.
- Older pupils readily take on additional responsibilities, for example looking after the younger children at playtime, helping them with their corrections or providing views to leaders through their school council. These warm and trusting relationships create a highly positive atmosphere within the school.
- The views of parents, staff and pupils are extremely positive. Parents have great confidence in the care that the school provides and pupils agree that they feel happy and safe in school. Every parent who responded to the online questionnaire or spoke to inspectors said they would recommend this school, with the safety of pupils being a prime reason. The school's caretaker is meticulous in ensuring the school site is safe and well maintained.
- Behaviour is consistently of a high standard in lessons and around school. Pupils are polite and helpful. High expectations by staff and clear routines ensure that pupils know what to do and how to behave.
- Pupils know and follow the behaviour policy and are clear about the school's rewards and sanctions. The 'study club' helps keep pupils in check on the rare occasions where they misbehave and offers them a chance to reflect on their actions. Team points and stickers for good behaviour and work are widely shared and much valued by pupils.
- Discussions with pupils show that they have a good awareness of the different forms of bullying. Pupils say that incidents of bullying are rare but that, if it occurs, it is swiftly dealt with.
- Pupils know how to keep themselves safe and are aware of potential dangers presented, for example, when using the internet.
- Attendance is above average and has improved rapidly over the last four years. Effective systems and procedures are in place. Each class aspires to record the best attendance across the year so that they can win the end-of-year 'fun' trip. This is tracked on the chart in the school hall.

The leadership and management are outstanding

- Since the previous inspection the strong and determined leadership of the headteacher, ably supported by her leadership team and the governing body, has resulted in significantly improved achievement, teaching and attendance. There are clear and ambitious expectations of all staff.
- Staff morale is high. All of those who returned the questionnaire were unanimous that Newstead is an outstanding school and a great place to work. One wrote, 'When people ask what I do for a living, I am very proud to answer that I am a part of the staff at Newstead Primary.'
- Highly constructive and regular monitoring, together with an effective programme of training, has ensured that all teaching is at least good, with some which is outstanding. The headteacher's uncompromising drive has ensured that all pupils make outstanding progress from their starting points.
- Targets are set for teachers linked to pupils' progress and whole-school priorities. Staff are not rewarded by pay or promotion unless they are successful.
- The rich and extensive curriculum contributes strongly to pupils' excellent spiritual, moral, social

and cultural development. It provides many chances for pupils to enjoy, often for the first time, new experiences which help their learning. For example, it offers an outstanding range of educational visits in connection with topic work, including a residential trip to Paris. Extensive after-school clubs also take place and help pupils develop their artistic and sporting abilities. Pupils' individual needs are fully met to ensure that everyone makes excellent progress. This is testimony to the school's excellent attention to ensuring all pupils have an equal chance of succeeding.

- The local authority has oversight of the school's performance but provides limited support as it recognises that the school is doing very well. It rightly has full confidence in the leadership of the school.
- **The governance of the school:**
  - The governing body has an excellent overview of the school's strengths and areas for improvement. Its members receive regular and detailed information from all leaders. They also visit classrooms or work as reading volunteers so that they see the school in action. Governors challenge and hold the leadership team to account for the quality of all aspects of the school's work. Governors are fully aware of how the performance management of staff and salary progression are linked to improved outcomes in pupils' achievement. They check thoroughly how effectively the school uses its money, including that provided through the pupil premium. Their overview of data enables them to assess the impact this funding has had. Governors undertake training to ensure they keep their knowledge up to date and fulfil their statutory duties, for example in relation to safeguarding.

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	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. 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.

School details

Unique reference number	124017
Local authority	Stoke-on-Trent
Inspection number	402218

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	241
Appropriate authority	The governing body
Chair	Mr Andrew Whitehead
Headteacher	Mrs Helen Stocking
Date of previous school inspection	22 April 2010
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