

# Needwood CofE VA Primary School

Yoxall Road, Newborough, Burton-on-Trent, DE13 8SU

**Inspection dates** 29–30 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
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.

- Outstanding leadership and management have improved teaching and learning, and made teaching highly effective. Consequently, pupils' achievement is excellent.
- Attainment is well above average in English and mathematics, and has been for several years. One reason for this is the consistently high level of attendance, which means pupils rarely miss out on learning.
- The management of teachers' performance is robust, and excellent teamwork means staff readily help each other to improve.
- Teachers and support staff constantly encourage pupils to achieve their best. Pupils appreciate this, saying that if they did not have hard enough work, they would not learn as well.
- Exceptionally well-focused marking in English and mathematics helps in this. However, marking rarely extends to showing pupils how to develop their skills further in other subjects.
- Pupils' behaviour is excellent. Pupils are highly supportive of each other. They feel very safe in school and the school ensures they know how to keep themselves safe at all times.
- Subjects are brought together in highly engaging, exceptionally well-planned themes that provide pupils with many memorable experiences.
- Reading and writing skills are consolidated consistently well in all subjects but opportunities are missed to promote mathematical skills as effectively.

## Information about this inspection

- The inspector visited nine lessons, four of which were joint observations with the headteacher.
- Play and lunchtimes were also observed.
- Discussions were held with pupils, the Chair of the Governing Body, the Director of the Diocesan Education Board, staff and a representative of the local authority.
- The views of the 18 parents who replied to the online questionnaire (Parent View) were analysed. Other parents' views were sought informally at the start of the school day.
- The inspector scrutinised a wide range of documents, including the school improvement plan (known in school as 'Dreams and Aspirations') and the school's self-evaluation document. She also examined the work in pupils' books, talked to pupils about it and about school life, and listened to them read.
- Particular attention was paid to data held by the school about each pupil's and year group's attainment and progress.

## Inspection team

Doris Bell, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school, which has only two classes, is much smaller than the average-sized primary school, and almost all pupils are from White British backgrounds.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care, pupils known to be eligible for free school meals, and children from armed-forces families, is also well below average.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is average, as is the proportion supported at school action plus or with a statement of special educational needs. Both these figures have increased since the previous inspection.
- The school's most recent results cannot be compared to the government's current floor standards, which set the minimum expectations for pupils' achievement and progress, because there were not enough pupils to make such comparisons meaningful.
- The proportion of pupils joining different year groups other than at the normal times has increased and is now above average.
- All pupils are educated on site. The school does not use alternative provision to support any of its pupils.

### What does the school need to do to improve further?

- Apply the principles of the high quality marking seen in English and mathematics to marking in other subjects so that pupils are always clear about how to develop their skills in them.
- Provide more opportunities for pupils to use their numeracy skills in different subjects.

## Inspection judgements

### The achievement of pupils

### is outstanding

- In most years, children start school with skills that are typical for their age, although literacy and communication skills are sometimes below those expected. Children learn and develop well in Reception and are well prepared for their work in Year 1. Attainment was broadly average at the end of Year 2 but represents good progress given the lower starting points of the pupils concerned.
- By the time pupils leave Year 6, their attainment is significantly above average and has been for several years. This represents outstanding achievement, especially because each year group is very different and more pupils have joined the school from further afield than in the past, often with specific difficulties.
- Pupils read well from an early age. They enjoy reading and are keen to share books with adults. Their writing is well-structured and engaging, often drawing the reader in, for example, with a recipe to make them invisible, or trying to persuade them to adopt a particular point of view. Spelling, punctuation and grammar are usually accurate, and pupils use all of their literacy skills well in different subjects.
- Pupils work hard to memorise tables and number facts. They thoroughly enjoy tasks when mathematics is given a real-life context, as happened when older pupils worked out the cost of fencing for fields, and new skirting boards for the classroom. Here, they successfully used their knowledge of shape, space, measure and calculation to solve problems relating to cost and cost effectiveness.
- Pupils used their mathematical skills really well in a lesson combining science and information and communication technology as they recorded and interpreted information about the effectiveness of different lenses in sunglasses. Overall, however, they do not use their mathematical skills enough in other subjects because they are not always encouraged to do so.
- Disabled pupils and those who have special educational needs make outstanding progress. This is because leadership and management of the provision for these pupils are excellent. They ensure that high quality support, and planning that breaks pupils' learning down into the smaller steps they need to take, enable them to reach at least average standards by the time they leave the school.
- Pupils for whom the school receives pupil premium funding make the same outstanding progress as other pupils. The funding is used really well to close gaps in their learning by providing them and, where relevant, their families, with additional support to avoid learning faltering for any reason.

### The quality of teaching

### is outstanding

- Excellent relationships, in-depth knowledge of each pupil's needs and careful attention to how well pupils are learning mean that work is extremely well matched to the different ages and stages of learning in each class. Teachers trust and respect their pupils and the pupils reciprocate that trust by working hard, persevering and trying to do their best at all times.
- Shared themes and the fact that teachers always plan together contribute to the pupils' outstanding progress, as do teachers' well-targeted questioning, and the excellent working

partnership between teaching and support staff. This partnership also secures outstanding progress for disabled pupils and those who have special educational needs, and for pupils for whom the school gets additional funding.

- Teachers use what they and pupils call 'knowledge harvests' at the start of each theme, to find out what pupils already know, and what more they would like to know. The outcomes then inform planning that allows pupils to take their learning in different directions, while ensuring progress in each of the subjects involved. Pupils help to draw up success criteria for their work, and praise staff for allowing them, in their words, to be 'actively involved' in their learning.
- The excellent marking of literacy and numeracy skills ensures pupils are always clear about how to improve their work in English and mathematics. Teachers give pupils time to respond to marking comments. Pupils use the time well and follow their teacher's example when they mark their own and each other's work. They are less secure about how to develop their skills in other subjects because, while marking praises what they have done, it rarely provides the guidance they need to move forward.
- Reading is taught well and due emphasis is given to the teaching pupils how to link letters and sounds (phonics). However, some staff occasionally pronounce some letter sounds incorrectly and pupils copy them. This then slows pupils' ability to blend the sounds in order to read unfamiliar words and sometimes disturbs the flow of their reading.

### **The behaviour and safety of pupils are outstanding**

- Parents are unanimous in saying the school helps pupils to behave well, looks after them well, and keeps them safe. The school does all of these things exceptionally well. Pupils told the inspector 'Behaviour is exemplary in this school.' and they are right. Their excellent attitudes ensure they develop enquiring minds and strive at all times to do really well.
- Pupils of all ages work and play extremely well together, contributing to the family atmosphere felt throughout the school. Pupils like the 'sanctions book' system, saying it 'keeps us on our toes'. They state confidently that they know of 'no bullying in our school', explaining that people sometimes fall out and call each other 'silly names' but that is not bullying. They are very confident that, should any occur, it would be dealt with swiftly and effectively because staff are vigilant and look out for them at all times.
- Very effective transition arrangements ensure pupils understand the options and challenges that face them as they move onto the next stage of education. They feel very well prepared for those challenges. They also understand the dangers associated with drugs misuse, the internet and mobile phones.
- The school council gives pupils a very strong voice and enables them to contribute to their learning and to school improvement planning. Playground leaders help to ensure play times are happy, social occasions, older pupils look after younger pupils, and all pupils readily raise money for various charities. They also make a valuable contribution to the local community by participating in many village events.
- Pupils are highly reflective about their learning and about beliefs, values and different aspects of human experience. They are confident and articulate, accepting of others and strong in their belief that everyone is equal and should be treated equally. They particularly enjoyed their work on difference and diversity, where they learned about different faiths and cultures, as well as how, through sheer determination, people can overcome disability to achieve success.

**The leadership and management are outstanding**

- The headteacher's drive and determination to secure the best for every pupil has kept outcomes high since the previous inspection. This continued through a period when difficult decisions had to be made about staffing, and more pupils started to arrive from out of the area, changing the nature of different year groups.
  - The local authority provides only light touch support for this outstanding school. It recognises the school's strengths, including its strong capacity to sustain its excellent outcomes. That capacity is also evident in the improved provision for Reception children, and the improvements in teachers' marking, issues from the previous inspection.
  - Accurate, well-focused monitoring and evaluation ensure any weaknesses in teaching and learning are quickly picked up. Staff are supported really well in the drive for further improvement, including through carefully considered professional development opportunities. The excellent teamwork among the staff means that relationships are open and supportive and staff are willing to learn from each other.
  - The organisation of different subjects, including for Reception children, is interesting and exciting, and exceptionally well planned to meet the needs of the mixed-age classes. It stimulates pupils' curiosity and spurs them on to want to learn more, because they are involved in determining some of the content. An impressive range of very well-attended extra-curricular clubs, visits and visitors enriches the curriculum and provides pupils with memorable experiences.
  - The school promotes equality of opportunity exceptionally well by building into the curriculum many worthwhile opportunities for pupils to learn about difference, including disabilities and cultural diversity, and the importance of fostering good relationships and tackling discrimination of any kind.
  - Safeguarding requirements, including for child protection, are fully in place. All training is up to date, and the school is especially vigilant in protecting pupils whose circumstances might make them more vulnerable.
- **The governance of the school:**
- The governing body is actively involved in managing teachers' performance and in ensuring that teachers' targets link back to the school's accurate self-evaluation and the well-considered improvement plan arising from it. Governors question the headteacher on matters relating to staff pay, make sensible decisions about staffing, and they tackle any underperformance robustly, and reward good performance appropriately. They receive high-quality information about teaching and pupils' performance, and gain first-hand information by involving themselves in monitoring, and moderating different aspects of the school's work alongside the headteacher.

## 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

<b>Unique reference number</b>	124377
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	403556

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	50
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stuart Jobbins
<b>Headteacher</b>	Michelle O'Dell
<b>Date of previous school inspection</b>	12-13 March 2008
<b>Telephone number</b>	01283 575216
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