

# Newdale Primary School

Marlborough Way, Rock Road, Telford, TF3 5HA

**Inspection dates** 24–25 April 2013

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

- Achievement is good. Pupils across the school make good, and sometimes outstanding progress, especially in the Nursery and Reception classes.
- Teaching is typically good. Teachers have good subject knowledge, know their pupils really well and accurately judge learners' progress.
- Disabled pupils and those with special educational needs, as well as those supported through additional funding, make good progress.
- Pupils' behaviour in lessons and around the school is good and, sometimes, outstanding. Their attendance is consistently above average.
- Leaders and managers, including governors, are ambitious. They have worked hard to improve teaching and, as a result, are driving up pupils' attainment and progress.
- The determined and focused leadership of the headteacher ensures that every child is valued and supported, both academically and emotionally.
- This is a happy school where pupils feel safe. Relationships are excellent and pupils' have good attitudes to learning.
- Steps to engage with all parents and carers are outstanding. The school goes more than the extra mile to support them in helping their children to attend school regularly and to make the most of what the school offers.
- Parents and carers hold the school in high regard.

### It is not yet an outstanding school because

- Not enough teaching is outstanding, and a small amount requires improvement. Lessons intended to accelerate pupils' learning to higher levels are not always fully effective.
- At times, teachers talk too much and pupils do not always have enough opportunities to find things out for themselves.
- Pupils are not given enough time to reflect on their ideas, use their initiative, check the accuracy of their work or develop independent learning skills.
- Though improving steadily, pupils' attainment and achievement in writing is not as strong as that seen in reading and mathematics.

## Information about this inspection

- Twenty-one lessons or parts of lessons were observed. All classroom teachers present during the inspection were observed teaching and most were observed at least twice. Inspectors undertook eight joint lesson observations with the headteacher and deputy headteacher.
- Discussions were held with senior leaders, staff, members of the governing body and different groups of pupils.
- An inspector heard individual pupils read and discussed with them their reading preferences and individual reading record.
- Inspectors sampled pupils' work, scrutinised the school's tracking records of pupils' progress and took account of the school's self-evaluation and improvement plans.
- The lead inspector held a discussion with a member of the local authority's advisory staff.
- The views of parents and carers were sought during the two days and 36 responses to the on-line questionnaire (Parent View) were examined. Inspectors took account of the school's own survey of the views of 185 parents and carers undertaken in the Autumn Term 2012, as well as a survey of pupils' views on bullying and the school's strategies to manage behaviour.
- Inspectors noted the school's survey of all pupils' views covering a range of questions about their learning experiences at school. This survey was undertaken in the Autumn Term 2012.
- The views of staff were sought through a questionnaire. In total, 43 questionnaires were scrutinised.
- Newdale Nursery and Out of School Club were taken over by the school in September 2012. The newly formed Nursery provides funded early education for two-, three- and four-year-old children. The part of the setting for two- and three-year old children was inspected by Ofsted in December 2012 and was judged as outstanding.

## Inspection team

Gordon Ewing, Lead inspector	Additional Inspector
Michael Appleby	Additional Inspector
Verna Plummer	Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average-sized primary school.
- Pupils come from a range of different heritage groups. The largest group (86%) is of White British heritage. The proportion of pupils who speak English as an additional language is well below average.
- An above-average proportion of pupils is eligible for the pupil premium, which provides additional funding for children in local authority care, children from services' families and for pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs, who are supported at school action, is well above average. The proportion supported at school action plus or with a statement of special educational needs is broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs a daily breakfast club which is open to all pupils. This provision is managed by the governing body.
- There is a Nursery which has recently been incorporated into the main school provision and is managed by the governing body.
- A very few pupils, who have complex behavioural and emotional needs, have a modified timetable to support their re-introduction to full-time school-based education.

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

- Improve the quality of teaching so that all lessons are consistently good and most are outstanding by:
  - making sure that all teachers understand what is needed for teaching to be outstanding, and share the best practice already evident in the school by observing each other teach and collaborating in planning
  - developing pupils' independent learning skills in the use of dictionaries, thesauri and on-line encyclopaedias so that they become less reliant on adults
  - increasing pupils' capacity to carefully check their own work in order to identify and correct errors
  - providing more open-ended activities that develop pupils' high order thinking skills so that they reflect on their ideas, set themselves new targets and show initiative in their learning.
- Improve further pupils' attainment and achievement in writing, by:
  - making sure that all teachers understand how to develop pupils' higher level writing skills
  - encouraging pupils to develop and apply these skills in a range of contexts and across a wider range of subjects.

## Inspection judgements

### The achievement of pupils is good

- Pupils achieve well across the school. The unification of the Nursery with the main school has ensured that children make a really good start to their education. Good and sometimes outstanding progress in the Nursery and Reception classes provides an excellent foundation for later learning.
- A high proportion of children enter the Nursery with skills and abilities that are well below those expected for their age. By the end of Year 6, pupils attain above average levels in reading and broadly average levels in writing and mathematics. This represents good achievement over time.
- Achievement in writing, though improving, is not accelerating at the levels seen currently in reading and mathematics. This is because teachers do not consistently focus on the higher writing skills and do not develop pupils' writing in different contexts and in other subjects.
- In the last year, leaders have taken decisive action to improve levels of attainment and achievement further. As a result, levels of progress for most groups of pupils are better than those expected for their age. In the few areas where levels of progress are less secure, additional support and training have been put in place to effectively close the gap.
- Pupils supported through school action, at school action plus or with statements of special educational needs make good progress from their varying starting points. This is due to the diligent work of all staff and the close links with other adults and specialists. Intervention activities and additional support are well matched to these pupils' needs.
- Pupils have a good understanding of how letters and sounds are linked (phonics). Attainment in reading is broadly average at the end of Year 2 and above average by Year 6. They read widely from a young age. For example, in a guided reading session in Reception, adults maintained an excellent focus on reading, through practising key skills. Children were confident in supporting each other and in reading independently.
- The progress of pupils supported through the pupil premium is consistently good and, sometimes, even better. The additional funding is used well to increase pupils' access to the curriculum and to provide an effective range of support in raising pupils' self esteem, literacy and numeracy skills. The strong commitment of the learning mentor has been pivotal in improving attendance and punctuality, engaging with families of pupils in vulnerable circumstances and in working with external agencies to ensure achievement is improving consistently.
- Most groups of pupils who benefit from the pupil premium, disabled pupils and those with special educational needs reach similar levels of attainment to other pupils in the school in both English and mathematics. Pupils whose attainment does not match that of their peers are generally no more than a term behind in either subject.
- Pupils develop good information and communication skills and use these well across a range of subjects, especially in literacy and numeracy.

### The quality of teaching is good

- Parents, carers and pupils rightly judge that most of the teaching is good overall. Some teaching

is outstanding but in a small number of lessons it requires improvement.

- A key strength is that teachers know their pupils well so relationships and attitudes to learning are good. As a result, pupils are keen to work hard and do well in most lessons. This is particularly so when activities are well matched to the wide range of abilities in each class. This was evident in a good Year 4 mathematics lesson where pupils were converting fractions to equivalent fractions. A very effective teaching assistant worked energetically with her small group using a range of resources to help them improve.
- In most lessons, teachers use other adults well to support small groups or to provide one-to-one support. This is not consistently the case, however. On occasions, some teaching assistants are not effectively deployed, for example, when the teacher is leading the whole class.
- Teachers' subject knowledge is consistently good and this ensures that pupils are engaged, show good levels of understanding and develop new skills.
- In some lessons teachers talk for too long and direct activities too much rather than allowing pupils to exercise choice and develop independent learning skills. As a result, pupils are too reliant on adults to take the next step for them.
- Pupils are not systematically taught to check the accuracy or quality of their work for themselves, for example, by using dictionaries, thesauri or reference sources such as online encyclopaedia. This is also evident in mathematics, where answers are not consistently checked using alternative strategies or where inefficient calculation methods sometimes lead to unnecessary errors.
- Teachers' marking is good overall, though some inconsistencies exist. In the best examples, teachers' marking is punctual and celebrates how well pupils have understood the task. New targets are set and pupils respond well to the increased challenge. However, these elements of good and outstanding practice are not consistently practised by all teachers.
- Homework is used well to support and promote learning. There are good links between home and school and the home-school book is used effectively to track pupils' progress and to identify where additional support may be needed.

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

- Pupils' behaviour is good. Pupils report, almost unanimously, that they feel very safe at school and are confident that someone is always on hand to help them if they have worries or concerns. Their enjoyment of learning is reflected in their consistently above average attendance and punctuality.
- Bullying and racist incidents are rare and always acted upon swiftly. Pupils understand that bullying can happen in a variety of ways and clearly know where to seek help or how to prevent its escalation.
- Pupils are proud of their school and their achievements. In a recent survey, one wrote, 'We work hard and we help each other.' Another reported, 'I'm proud that everyone has a friend.'
- On the few occasions when activities do not maintain pupils' interests, some pupils' concentration waivers and they do not get the most out of the lesson. That said, disruption of any kind is rare and the vast majority of pupils show good levels of concentration and

application to the task at hand.

- Pupils enjoy a wide range of responsibility and contribute positively to school life. As school councillors, assembly and playground monitors they help to ensure that the school runs smoothly and that improvements to facilities and resources are for the benefit of all.

### **The leadership and management are good**

- The headteacher provides caring and determined leadership. Her high expectations of staff and pupils go hand in hand with her commitment to ensuring their well-being and safety.
- Safeguarding and child protection procedures are robust and comprehensive.
- Staff morale is high and the sense of ambition and the desire to improve are tangible. One teacher commented, 'The management are supportive and approachable – they have a real 'can-do' attitude which is contagious.'
- The quality of school improvement planning is good. The school development plan is used by all leaders and managers to set a demanding agenda for improvement.
- The school's self-evaluation is a little generous in places but reflects the ambition of senior leaders to provide every pupil with the best possible education. The school is well placed to improve further.
- Leadership and management are not outstanding because there is more to do to secure high quality teaching and to accelerate levels of achievement.
- Steps taken to check on the quality of teaching and the rates of progress made by every pupil are thorough and detailed. Leaders and managers, including governors, undertake regular reviews of teaching, scrutinise pupils' work and track their achievement accurately over time.
- Leaders hold teachers to account, through regular progress meetings, so that any under-achievement is swiftly addressed. Previous concerns regarding generous teacher assessments have been eradicated and teachers work more closely in ensuring that their judgements are fair and balanced.
- All staff take advantage of an impressive range of training and professional development. Through robust performance management, training opportunities are tightly linked to the school development plan and attuned to individual need.
- Teaching programmes are broad and balanced and enhanced by the range of educational visits and after-school activities that positively promote pupils' spiritual, moral, social and cultural development. Consequently, pupils make good progress in their academic and personal development.
- The school goes out of its way to engage with all parents and carers. The excellent learning mentor has made a significant contribution to ensuring that pupils and/or families, whose circumstances make them vulnerable, make the most of their time at school. One parent commented, 'No stone is left unturned to help my child make the most out of school. I have to drag him away on some days.'

- The school receives effective light touch support from the local authority that has included training for governors and teaching staff and a two-day whole school review.

■ **The governance of the school is good:**

- Governors know the school well and play a pivotal role as critical friends to the school's leadership. Governors have a range of different experiences that complement the work of the school and its leadership. Their knowledge of the school is founded on close analysis of the progress and attainment of pupils throughout the school, as well as regular visits and monitoring activities to check on its work. Improvement planning is based on their first hand knowledge and close tracking of improvement targets and ensures that all leaders are fully held to account for the school's performance. In leading the performance management of the headteacher, and in overseeing that of all staff, they ensure that promotion and salary progression are based totally on merit. Governors have a confident grasp of the school's financial resources and can confidently account for how additional funding is used to support specific groups of pupils, including those receiving the pupil premium and are aware of its impact.

## 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>	133300
<b>Local authority</b>	Telford and Wrekin
<b>Inspection number</b>	411899

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	368
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carole Williams
<b>Headteacher</b>	Rachel Cook
<b>Date of previous school inspection</b>	11 December 2007
<b>Telephone number</b>	01952 387720
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