

Newbold and Tredington CofE Primary School

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

Inspection dates 8–9 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
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.

- Considerable improvements have been made since the previous inspection.
- Children in Reception have a good start to school and make good gains in all areas of learning.
- Good progress continues for pupils in the rest of the school.
- Attainment by the end of Year 6 is currently above average.
- Teaching has improved and is now securely good.
- The school has a positive and welcoming atmosphere where pupils thrive.
- Pupils show positive attitudes to learning and participate well in the learning activities provided.
- Behaviour is good in lessons and around the school. Sometimes, pupils' attitudes to learning and their behaviour are impeccable.
- Attendance has improved to above average levels.
- Procedures to ensure pupils are safe are effective. Pupils feel safe and are very well looked after by staff.
- Pupils enjoy the good range of additional activities on offer, such as clubs, educational visits and themed events.
- The acting headteacher conveys ambition and high expectations in raising pupils' achievement and in improving teaching.
- Teamwork among the staff is strong and all are committed to doing the very best for the pupils and their families.
- Leaders of English and mathematics have played a full part in school improvement.
- Governors provide an effective blend of challenge and support.
- Strong partnerships have been established with parents. Parents are extremely pleased with the care and education provided.

It is not yet an outstanding school because

- On occasions, work is not set at the right level of difficulty for pupils.
- Pupils' attainment and progress in writing are not as strong as in reading and mathematics.
- Pupils do not have enough opportunity to complete extended written pieces of work and there are inconsistencies in spelling and presentation.

Information about this inspection

- The inspector observed teaching and learning in six lessons. Some of these were seen jointly with the acting headteacher.
- Considerable time was spent analysing pupils' work and the information on pupils' attainment and progress.
- Discussions were held with the acting headteacher, staff, a representative from the local authority, an external consultant, a local headteacher, governors and pupils.
- The inspector took account of the 30 responses to the online survey, Parent View, the 21 responses to a paper questionnaire and correspondence from parents.
- Questionnaires from eight members of staff were analysed.
- The inspector examined a range of documents including school policies, safeguarding procedures and the school's development planning.

Inspection team

Derek Watts, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school. It operates on two sites. Reception and Year 1 pupils learn at Newbold while pupils in Years 2 to 6 learn at Tredington.
- Most of the pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported through school action plus or a statement of special educational needs is above average. These pupils are not evenly distributed. Some year groups have a high proportion while others have very few.
- A well-below average proportion of pupils are supported by the pupil premium, which provides additional funding for pupils in local authority care and those known to be eligible for free school meals.
- The school meets the government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- An acting headteacher took up the post in January 2014. She was previously a senior leader within the school.
- Since July 2013, there have been a number of teacher changes including new leaders of English and mathematics.

What does the school need to do to improve further?

- Further improve teaching so more pupils make rapid progress by:
 - ensuring that the work set is always at the right level of difficulty for different groups of pupils
- Raise pupils' achievement in writing by:
 - increasing opportunities for pupils to write extended pieces in English and in a range of subjects and topics
 - improving the spelling and handwriting of some pupils.

Inspection judgements

The achievement of pupils is good

- Children's attainment on entry varies because of the small numbers in a year group. The children in some year groups enter with knowledge and skills expected for their age while others enter with above expected levels.
- In Reception, children get off to a good start. They show a love of books. Children make good progress in all areas of learning. They recognise odd and even numbers and solve number problems to 20. They are beginning to write sentences about their own development and record what happens when they plant seeds.
- Most pupils are making good progress in Years 1 to 6. Attainment at the end of Year 6 can be affected by the small numbers in the year group and because of pupils joining and leaving the school other than at expected times. Pupils' work, the school's assessment and validated test results indicate that attainment in the current Year 6 is above average in reading, writing and mathematics.
- Too few pupils were supported by pupil premium in Year 6 in 2013 to comment on their attainment without potentially identifying individuals. Nevertheless, good teaching and well-focused support helps to ensure that almost all pupils eligible for the additional funding make good progress.
- Disabled pupils and those who have special educational needs make good progress. They receive effective support from learning support assistants and the work set is well suited to their needs.
- The most-able pupils are usually challenged and given opportunities to extend their learning, particularly in mathematics. An above average proportion of pupils are currently attaining higher than expected levels. Just occasionally, work set is not demanding enough for the most able.
- Pupils have positive attitudes to reading and make good progress. Their knowledge and understanding of phonics (letters and the sounds they represent) has improved. All pupils in Year 1 reached the required standard in the phonics screening check in June 2014. Older pupils tackle challenging texts and apply reading skills well to their studies.
- Pupils' attainment and progress in writing trails behind that of reading and mathematics. Pupils do not always have sufficient opportunities to write extended pieces. While there are some good examples of pupils applying their writing skills in different subjects and topics, this practice is not consistent in all year groups. Pupils' grammar and punctuation are improving. However, there are weaknesses in the handwriting and spelling of some pupils.
- The school's drive to improve achievement in mathematics has been successful. Pupils apply their knowledge, understanding and skills well to solve challenging mathematical problems. For example, pupils in Years 5 and 6 make good progress in converting Celsius to Fahrenheit. They created line graphs and interpreted these accurately.
- Pupils are developing healthy lifestyles and physical fitness well through the school's physical education programme and the additional sports activities provided such as dodge ball, tag rugby and hockey.

The quality of teaching is good

- Improvements to the quality of teaching have had a positive impact on pupils' progress. Teaching is securely good throughout the school. Pupils were very positive about their teachers and commented, 'If you are stuck, the teacher helps you' and 'Teachers make learning fun'.
- Teaching successfully engages pupils and promotes good learning for all groups. Clear explanations and instructions help to ensure that pupils know and understand what they are expected to learn. Questioning is used well to challenge pupils' thinking and to check their understanding of new work.
- Speaking and listening skills are promoted well in all subject areas. For example, pupils in the Year 2 and 3 class have good opportunities to prepare and give presentations to their class. The teaching of reading skills, including phonics, has been strengthened.
- In the teaching of mathematics, pupils acquire essential knowledge and skills and are provided with interesting and relevant opportunities to apply these in solving problems. In writing, pupils are not always given sufficient opportunities to write extended pieces in a range of writing topics. Leaders recognise the need to strengthen the teaching of handwriting and spelling.
- The assessment of pupils' attainment is accurate and thorough. In the main, teachers use this information well to plan their teaching and to set challenging work for different groups of pupils. Consequently, pupils are fully engaged and interested in their learning. They make good gains in acquiring knowledge, deepening their understanding and in acquiring skills.
- On occasions, the work is not set at the right level of difficulty. When this happens, pupils' learning can slow down because the work is too easy for them.
- The teaching of disabled pupils and those who have special educational needs is successful. Learning support assistants are well deployed and make a valuable contribution to pupils' learning, particularly for those who need additional help.
- Pupils are set clear individual learning targets writing and mathematics. They know how well they are doing and know what they need to do to improve.
- The marking of pupils' work is a strong element of the teaching. Teachers provide encouragement and positive feedback for good work. Constructive and helpful comments guide the next stages of pupils' learning.

The behaviour and safety of pupils are good

- All the parents who responded to Parent View and to a paper questionnaire stated that their child was safe at school and well looked after. All parents were also positive about the way the school makes sure that pupils are well behaved and deals with bullying.
- Children in Reception enjoy their learning and the interesting activities. They have developed very positive relationships with adults and their peers. Children have a thirst for learning and behave well.
- The behaviour of pupils is good throughout the school. Records show that behaviour is typically good over time. Pupils work well together and participate with enthusiasm in the activities provided. Positive attitudes to learning and good behaviour contribute effectively to pupils' good

learning. At times, pupils' attitudes to learning in lessons and their behaviour are impeccable.

- Pupils thrive in the school's positive and welcoming atmosphere. They are friendly, polite and show consideration and respect for others. Pupils show a sound understanding of different cultures and faiths. They willingly take on additional responsibilities such as serving on the school council, being a house captain or librarian.
- The school's work to keep pupils safe and secure is good. All pupils report that they feel safe at school and very well cared for by all the staff in the school. When pupils were asked if they were well looked after at school, 'Definitely', was a typical the reply.
- Discussions with pupils show that they have a clear understanding of bullying and its different forms, including name-calling and cyber-bullying. Pupils were confident that there was very little bullying in the school. The school has effective procedures for dealing with inappropriate behaviour.
- Attendance has improved and is now above average. The school has been successful in discouraging parents from taking holidays during term time.

The leadership and management are good

- Effective leadership is having a positive impact on improving the school. The acting headteacher provides ambition, determination and vision in improving the school. She conveys high expectations in the drive to raise pupils' achievement and to improve teaching.
- All staff and the governors share the headteacher's ambitions for the school. There is strong teamwork among the staff and a commitment to improving the school and in doing the very best for pupils and their families.
- Through systematic and thorough review, leaders, staff and governors have an accurate understanding of the school's strengths and areas for improvement. They use the findings of their self-review well to plan action for improvement.
- Recent teaching appointments have been successful and new teachers have settled well into the school. Furthermore, the school has been astute and rigorous in appointing experienced leaders of English and mathematics. As a result, new leaders have been swiftly engaged in checking pupils' progress, analysing pupils' work and reviewing teaching and learning. The leadership of English and mathematics has made a valuable contribution to raising pupils' achievement and developing teaching.
- The quality of teaching is carefully checked by the acting headteacher and other key leaders. There are clear and effective procedures for managing the performance of teachers. Training and improvement targets are well linked to pupils' progress and to the school's improvement priorities.
- The school provides a good range of subjects and interesting topics for pupils to study. Provision for learning in reading and mathematics has been improved. There are well thought out plans to improve pupils' achievement in writing. Pupils thoroughly enjoy the additional activities such as clubs and educational visits. Themed events such as 'My money week' and 'Book Day' further enrich pupils' learning.
- The school strives to ensure that all pupils do as well as they can. There are no signs of

discrimination within the school and all pupils have full access to the learning activities provided.

- The primary school sports grant has been used successfully to extend pupils' sporting opportunities. Using physical education specialists from the local secondary school the range of sports offered has been increased. There has also been a greater participation in local tournaments including tag rugby and dodge ball.
 - The pupil premium funding is used effectively to provide eligible pupils with additional support. The action taken is working well and most of these pupils are making good progress.
 - The local authority provides appropriate support. The Diocese and an educational consultant provide good support in checking the school's performance and improvement. A headteacher of a local school has provided helpful advice and support for the new leadership of the school.
 - The school has established very strong partnerships with parents. There were good responses to the online Parent View and to the paper survey. These show that parents are extremely pleased with the care and education provided for their children. Letters were also received praising the school's improvements and the care provided for pupils with specific needs. Workshops for parents in literacy and numeracy have been successful in helping parents to support their children's learning.
- **The governance of the school:**
- Governors have an accurate view of the school's effectiveness, particularly pupils' attainment and progress. They acknowledge the improvements that have been made to pupils' progress and challenge the school leaders to seek assurance that improvements are being sustained. Governors receive accurate and clear information about the quality of teaching. They understand requirements relating to the management of staff performance and the importance of promotion and salary increases reflecting the progress that pupils make. Governors ensure that additional funding is properly spent and check the impact of spending on pupils' progress. They have ensured that all safeguarding procedures meet requirements. Governors have attended useful courses and training to help enhance their effectiveness.

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	442600

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	65
Appropriate authority	The governing body
Chair	Ali Thompson
Headteacher	Sam Welsby
Date of previous school inspection	10 October 2012
Telephone number	01608 661568
Email address	admin3214@welearn365.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 and 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 2014

