

Newstead Primary and Nursery School

Hucknall Road, Newstead Village, Nottingham, Nottinghamshire NG15 0BB

Inspection dates

20–21 November 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders' knowledge of the school's strengths and weaknesses has not been accurate. They have been overgenerous in their evaluation of the quality of teaching and learning. They did not identify the decline in pupils' progress quickly enough.
- Pupils' attainment by the end of key stage 2 is too low. Too few pupils attain the expected standards at the end of key stage 2.
- Governors have not provided sufficient challenge to leaders. They do not monitor the school's progress carefully enough.
- Teachers' expectations of what pupils can achieve have not been consistently high. Sometimes, the most able pupils complete work unnecessarily.
- Teachers do not always plan work that supports pupils' next steps. They do not always give pupils who need it the opportunity to practise basic skills in their writing.

The school has the following strengths

- Leaders have used external support effectively in bringing about change. They are implementing a plan effectively to drive up standards in the school.
- The teaching of English and mathematics is now consistent throughout the school. Leaders are monitoring this carefully and teachers are responding to suggestions made. The quality of teaching is improving.
- Effective support means that pupils are becoming more fluent in key mathematical skills. Pupils solve problems and explain their reasoning well.
- Pupils behave well and have positive attitudes to learning. They are keen to use their targets to improve their work. The curriculum provides opportunities for pupils to write at length across a range of subjects.
- Disadvantaged pupils are now making strong progress. The support that they receive helps them to attain their next steps for learning.
- Pupils with special educational needs and/or disabilities (SEND) receive appropriate support and make good progress from their individual starting points.
- The school provides a caring and nurturing environment for pupils. It supports pupils' personal development effectively.
- Children make strong progress in the early years. Staff plan opportunities to learn that encourage children's curiosity and independence. They learn quickly and are well supported in their development.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning and thereby outcomes for all pupils by ensuring that:
 - teachers make effective checks on learning so that misconceptions are addressed
 - pupils practise key skills in writing so that they use punctuation accurately
 - all pupils are challenged sufficiently and teachers have the highest expectations of what all pupils can achieve.
- Improve the quality of leadership and management by ensuring that:
 - leaders, including governors, have an accurate understanding of the strengths of the school and the areas in need of improvement
 - governors fully understand their responsibilities in holding leaders to account for improvements in the school's work.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders' self-evaluation of the school has been overgenerous. They did not identify that pupils were not making sufficient progress. They have been too slow to recognise the decline in attainment and progress, particularly in key stage 2.
- Leaders have now acted to address the decline in the standards of teaching and learning. They have worked effectively with external support from the local collaboration of schools to identify how teaching can be improved. They have put an appropriate improvement plan in place and have checked the impact that this plan is having.
- Leaders have identified where teachers' subject knowledge could be improved. They have provided training and established clear expectations about how English and mathematics will be taught. Leaders have checked to make sure that teachers are following these expectations. As a result, teaching is beginning to improve.
- Until recently, leaders did not always evaluate accurately the quality of teaching and learning. Leaders now check the impact of teaching and learning on pupils' outcomes.
- Leaders have not evaluated how the pupil premium funding has been spent. They did not recognise the decline in the progress of disadvantaged pupils quickly enough. They have arranged a review of how the additional funding has been used.
- Leaders are now tracking more rigorously the progress of disadvantaged pupils. They have now begun to evaluate the impact of additional support on these pupils' learning.
- Leaders have established a strong moral ethos. They have worked with the pupils to identify the characteristics that pupils value in each other. They promote these characteristics through the 'character curriculum'. They ensure that pupils have the opportunity to learn from each other.
- Leaders' efforts have secured pupils' good behaviour around the school. Programmes that leaders have established have enabled pupils to become more resilient learners. Pupils display positive attitudes in the classroom and have higher expectations of what they can achieve.
- Leaders promote fundamental British values effectively. Pupils understand that a democracy means that they have the chance to vote. Pupils feel they are listened to by adults. Their opinions are taken into consideration and they treat each other with tolerance and respect. Pupils understand the importance of equality.
- Leaders have evaluated effectively the impact of the primary physical education (PE) and sport premium funding. They have responded to the needs of pupils and ensured that an increasing number of pupils are involved in exercise each day. Pupils are enthusiastic about the wide range of clubs available to them, such as boccia and yoga. They enjoy being more active at breaktimes and lunchtimes in organised games.
- Leaders have clear systems in place to identify pupils with SEND and use additional funding for these pupils effectively. They work well with external agencies and ensure that well-focused support is in place for pupils with SEND. Leaders check to see that this is helping them. As a result, pupils with SEND are making strong progress.

Governance of the school

- Governors have not always had an accurate understanding of the quality of teaching and learning in the school. As a result, they do not hold school leaders to account with sufficient rigour.
- Governors are not fully involved in the strategic leadership of the school. They have not ensured that the spending of the additional funding has been rigorously monitored.
- Governors have identified that there is a need for further training to support their roles. They do, however, visit the school regularly and make appropriate checks on the school's arrangements for safeguarding and health and safety.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have ensured that all staff have received regular training and that this is kept up to date throughout the year. They have established a clear process for staff to log any concerns. They make sure that staff understand the importance of confidentiality and keep careful records. Appropriate checks are in place before members of staff are appointed.
- Leaders have developed strong working relationships with outside agencies and are unafraid to challenge the level of their involvement. Leaders have acted with persistence when their concerns have not been addressed quickly enough and have ensured that the right support is put into place. Leaders work well with families so that the support that is put into place has a positive impact on the lives of pupils.

Quality of teaching, learning and assessment

Requires improvement

- In the past, the quality of teaching has led to some pupils having gaps in their knowledge and understanding. Some pupils have not yet mastered key skills appropriate to their age, such as writing in sentences. Some teachers do not plan learning that takes account of the gaps in pupils' learning.
- Teachers do not check well enough that pupils in key stage 2 are reading texts that they fully understand. They have not ensured that pupils have strategies that they can use when they reach a word that they cannot read. Teachers have now identified pupils who are not yet fluent readers. They have put support into place and are beginning to monitor its impact closely. These pupils show some signs of improvement in their fluency.
- Teachers have not always given pupils sufficient time to practise important mathematical skills. They have ensured that these are now practised systematically throughout the school. Teachers now build on pupils' knowledge. For example, pupils use their knowledge of shapes to explain the differences between them, using mathematical language with precision.
- Teachers use questioning successfully in mathematics to encourage pupils to explain their thinking. For example, pupils had to decide how they would sort three different types of shapes into two jars and explain which was the odd one out. Scrutiny of

pupils' work shows that pupils are increasingly able to explain the reasons for their answers.

- The most able pupils sometimes unnecessarily repeat tasks that they already understand. Sometimes, the tasks they are asked to do lack sufficient challenge. Staff do not always have the highest expectations of these pupils.
- Teachers do not always spot when pupils have not understood something. They do not address pupils' misconceptions effectively. Teachers provide feedback to pupils during lesson times, but this is not consistent.
- Teachers are now developing pupils' comprehension skills in whole-class sessions. This approach is beginning to improve the way in which pupils explain their responses to a text. Pupils are beginning to justify their answers, using the text to help them with this.
- The teaching of phonics is improving. Pupils distinguish between the meaning of different homophones and many spell these with accuracy. They use their knowledge of phonics to write at increasing length in key stage 1. Most pupils use this phonics knowledge well. Books are well matched to the abilities of the younger readers in the school.
- Teachers ensure that pupils use their learning in a range of subjects. Pupils use their writing skills to produce diaries from the Second World War and accounts of a visit to a museum. These are well presented and pupils show pride in their work.
- Teachers set homework and support pupils to complete this through running a homework club. Pupils understand that homework is important as it helps them to remember their learning. Most parents and carers feel that the homework set for their child's age is appropriate.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are keen to learn. They listen to others' ideas and respond thoughtfully. Teachers encourage contributions and skilfully include those whose confidence is developing.
- Leaders have prioritised pupils' personal and social development. They have identified pupils who are less confident. Nurture groups, which have been successful in providing support for pupils in key stage 1, now take place in key stage 2 as well.
- The curriculum promotes healthy lifestyles. Pupils enjoy active breaktimes and feel that they are benefiting from the increased range of sports and exercise on offer. Leaders have organised several school-wide projects that help pupils to understand the good choices they can make in life. They have used art, drama and dance to develop pupils' ability to share their feelings and emotions. As a result, pupils are better able to express how they feel.
- Pupils understand how to keep themselves safe. They explain that the teachers help them to understand how to cross roads safely and recognise that this is important in their daily lives.

- Pupils explain clearly what is meant by bullying. They feel that there are very few incidents of bullying at school. They are confident that staff will deal with persistent misbehaviour appropriately. The school's behaviour records show that incidents of bullying are rare and are dealt with thoroughly. The overwhelming majority of parents with whom the inspector spoke felt that their children were happy and well cared for at school.
- Pupils know how to keep themselves safe online. They explain that they have learned how to respond to messages sent to their phone. They know the importance of sharing unkind messages with parents and of not disclosing personal information over the internet.

Behaviour

- The behaviour of pupils is good.
- The school promotes and rewards good attendance for all its pupils. Leaders monitor those pupils whose attendance is low and work closely with outside agencies to support families, so their children attend school regularly. Attendance is now broadly in line with the national average.
- Pupils are well-mannered around the school. They are courteous and keen to help. They show self-control and patience when waiting in the queue for their lunch, for example. There is little low-level disruption in the classrooms. Most pupils try their hardest and are proud of what they achieve. They are articulate and mindful of the opinions and needs of others.
- Pupils say there are occasional disagreements on the playground, but these are always sorted out. They explain clearly what the school's behaviour code is and feel that it is used fairly.

Outcomes for pupils

Requires improvement

- Provisional assessment information shows that in 2018, few pupils reached the expected standard in reading, writing and mathematics by the end of key stage 2. No disadvantaged pupils reached this standard. Pupils' progress from their starting points in key stage 1 is below average in reading and mathematics but average in writing. The proportion of pupils who attain at greater depth by the end of key stage 1 or the higher standard by the end of key stage 2 is below the national average.
- Many children start in the Nursery Year with levels of development well below those typically seen in children of their age. They make strong progress during the early years and many reach the level expected for their age or are very close to this by the end of the Reception Year. Provisional information for 2018 shows that the proportion of children reaching a good level of development has increased, although it is still below the national average.
- The proportion of pupils reaching the required standard in the national phonics screening check is increasing. Provisional information shows that it has increased again in 2018. The proportion of disadvantaged pupils who reach this standard also increased in 2018. Improved teaching of phonics means that pupils are increasingly successful in retaining what they have already learned and applying this knowledge in new contexts.

- Provisional assessment information for 2018 shows that the proportion of pupils who reached the expected standards in reading, writing and mathematics by the end of key stage 1 increased.
- Pupils are making steady gains in their knowledge. Improving teaching means that increasing numbers of pupils are writing fluently and at length in both key stages 1 and 2. Pupils are now making stronger progress from their starting points in reading, writing and mathematics than was previously the case. Standards of attainment are rising.
- Pupils' fluency in mathematics is improving. They are able to use their mathematical knowledge and reasoning to solve problems and explain how they did so. A greater proportion of pupils at the end of key stage 2 are working at the expected standard and at greater depth than in the past.
- The school's internal assessment information shows that disadvantaged pupils are now making stronger rates of progress. Well-planned support is now enabling these pupils to develop their knowledge and apply it well.
- Pupils with SEND are making stronger progress. Leaders have organised different teaching groups, which means that their needs are better met.
- Outcomes in PE and history are strong. In PE, pupils refine their movements in dance to make the sequence flow smoothly. They review how well they have performed and they seek to improve it. In history, pupils are able to write convincingly from different points of view. They have a good grasp of historical knowledge.

Early years provision

Good

- Leaders have ensured that the new staff team in the early years understand their roles and responsibilities well. They have made sure that their assessment of what children know and can do is accurate. Staff use this knowledge well. They make sure that activities match the children's needs and are ambitious for children's progress.
- Well-planned teaching inspires children's interest in activities. For example, children enjoy searching for different owls in the trees in the outside area. Staff use dramatic retellings to encourage children to act out 'swooping and swirling' like the owls in the story. Children match actions to words and begin to understand what they mean. Children draw pictures of owls with care and concentration and label them independently. Children use the language they have learned when they pretend to be bird spotters.
- Leaders use additional funding well to help disadvantaged children and children with SEND make strong progress. Staff identify children's learning needs quickly. They work well with external agencies and follow their advice closely. They check that children are making gains in their development. By the end of the early years, the difference between disadvantaged children's attainment and that of others is diminishing and these children make a strong start to their learning. Staff ensure that children with SEND are well supported as they settle into the early years setting.
- Children listen well to staff and to each other. They relish the opportunity to take responsibility. For example, children led a game in which other children had to listen carefully to different sounds. Children enjoyed trying to respond better each time. They

cooperate well with each other.

- The new staff have built positive relationships with parents. They organise information sessions to help parents to understand what their children are learning. Increasing numbers of parents attend these. However, staff have not yet ensured that all parents fully contribute to the records of their children's development in the early years.
- Children make strong progress in the early years. They learn to speak in sentences and explain the order of a story. They begin to use the sounds that they know to write with more independence. An increasing proportion of children are well prepared for the next stage of their learning in Year 1.

School details

Unique reference number	122658
Local authority	Nottinghamshire County Council
Inspection number	10047874

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	136
Appropriate authority	The governing body
Chair	Andrew Raynor
Headteacher	Helen Woodward
Telephone number	01623 753681
Website	www.newstead.notts.sch.uk
Email address	head@newstead.notts.sch.uk
Date of previous inspection	25–26 February 2015

Information about this school

- Since the last inspection, there has been a change in staffing in the school's early years provision.
- The school is smaller than the average-sized primary school.
- The majority of pupils are from White British backgrounds. The proportions of pupils from minority ethnic backgrounds or who speak English as an additional language are below average.
- The proportion of disadvantaged pupils is higher than the national average.
- The proportion of pupils with SEND is higher than the national average.
- The school is part of the 'Together as One' collaboration of schools.

Information about this inspection

- The inspector observed learning in five classes. Most observations were conducted jointly with the headteacher. The inspector listened to pupils read from key stages 1 and 2 and spoke with groups of pupils.
- The inspector spoke with leaders in the school and scrutinised documents provided by the school, including its self-evaluation document, improvement plan and documents related to safeguarding.
- The inspector spoke with parents bringing their children to school and took account of the 10 responses expressed on Parent View, the Ofsted online questionnaire.
- The inspector spoke with the chair of the governing body and a representative of the local authority.

Inspection team

Hazel Henson, lead inspector

Her Majesty's Inspector

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