

Inspection of a good school: Newbold Verdon Primary School

Dragon Lane, Newbold Verdon, Leicester, Leicestershire LE9 9NG

Inspection dates:

1 and 2 March 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils enjoy school. They behave well. 'Talk time' and worry boxes provide opportunities for them to share any concerns. Pupils say that adults take these worries seriously. Pupils are taught to be safe around the school and when they are online. They know how to conduct themselves in chat rooms. They know they must immediately report inappropriate content to an adult.

Pupils like being rewarded with 'dragon-wings' for working hard. They look forward to the special 'dragon days', when they can choose different activities in which to take part. Pupils have positive attitudes towards learning. They are polite and respectful. There is a broad range of clubs for pupils to attend. Pupils visit various places of interest to help support their learning.

Pupils learn about bullying. They know what it means. They know some of the reasons why others may get bullied. They know what to do if they feel they are being bullied. They trust the adults to deal with any incidents swiftly.

Subjects are well planned. However, not all of the curriculum for children in early years is in place. There is not a consistent approach to the teaching of phonics. Teachers do not always use resources effectively when supporting pupils in their learning.

What does the school do well and what does it need to do better?

Leaders have ensured that teachers know the knowledge and skills that pupils need to learn in each subject. However, some subjects are at the earlier stages of implementation. Leaders recently introduced a new science curriculum. The curriculum provides many resources to help children learn. However, teachers are not yet knowledgeable enough to use these resources effectively.

The mathematics curriculum is effective. It provides detailed information to help support teachers with their planning. Teachers use workbooks and additional resources to supplement their teaching. However, not all teachers use these resources well enough to meet pupils' needs.

Children in early years are happy and well cared for. They enjoy completing the activities on offer to them. In mathematics and literacy development, children's needs are well met. Assessment is used effectively to identify children who are falling behind. Targeted support provided by adults helps children to catch up. Children talk to each other politely and share resources well. However, the wider curriculum is underdeveloped. Leaders have not sequenced the skills and knowledge that children need to know. It is not always clear how some of the planned activities link to children's learning.

The teaching of phonics is inconsistent. The books that children take home to read do not always match the letter sounds that they are learning. As a result, sometimes children do not have the letter-sound knowledge they need to read their books. Some adults have not received up-to-date training in delivering phonics lessons. This means that not all pupils are receiving the same high-quality practice.

The religious education curriculum and the personal, social and health education curriculum are effective. They support pupils' personal development well. Pupils know about the dangers of drug and alcohol misuse. They can discuss Black segregation and the impact that the Second World War had on women's rights. Pupils talk knowledgeably about different family types and relationships. They are being well prepared for life in modern Britain.

Pupils are proud to be members of the school council and eco-council. Meetings with peers and the headteacher provide opportunities to share ideas. New playground equipment and recycling facilities reflect the impact of pupil leadership.

Low-level disruption is very rare. Pupils respect each other and work well together. They listen attentively to the teacher and readily answer questions.

The resourced provision for pupils with special educational needs and/or disabilities (SEND) is well managed. The needs of the pupils with SEND are at the heart of their learning. Adults provide extra support and guidance to those pupils who need it. Pupils with SEND are progressing through the curriculum well.

Leaders know the school's strengths and development areas. They are working to improve these. They provide staff with effective support. Staff say that leaders are mindful of their well-being and workload.

In discussion with the headteacher, the inspector agreed that the consistent teaching of phonics, the early years curriculum and the effective use of resources may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Staff have received effective safeguarding training. They are alert to the potential signs of neglect and abuse. Leaders respond swiftly to any raised concerns. They manage incidents sensitively and compassionately. They are tenacious in ensuring that pupils and their families get the right support. Leaders ensure that relevant safeguarding information is shared appropriately. Staff understand their responsibilities in helping to keep children safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in early years is not fully planned and sequenced. Important skills and knowledge that children need to learn have not been identified. This limits children's learning, especially in the wider curriculum. Leaders should ensure that the intent of the whole early years curriculum is carefully planned and sequenced, identifying what needs to be taught and when.
- The teaching of phonics is inconsistent. Not all teachers have received effective training. Some reading books do not match the letter sounds that pupils are learning. This is preventing some pupils from becoming fluent and confident readers. Leaders should ensure that staff have the necessary knowledge and skills to enable all pupils to become confident and fluent readers.
- Teachers do not always use resources effectively. Pupils are not as well supported in their learning as they might be. Leaders should ensure that staff use resources effectively so that pupils can know and remember more from early years through to Year 6.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in October 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	119942
Local authority	Leicestershire
Inspection number	10211579
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	234
Appropriate authority	Board of governors
Chair of governing body	Amy Cole and Samantha Lane
Headteacher	Lucy Collins
Website	www.newboldverdonprimaryschool.co.uk
Date of previous inspection	25 and 26 October 2016, under section 5 of the Education Act 2005

Information about this school

- The headteacher took up the role in January 2022.
- The governing body has undergone a number of recent changes since the previous inspection.

Information about this inspection

This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders, and has taken that into account in his evaluation.

- During the inspection, the inspector held meetings with the headteacher, other leaders and members of the governing body.
- The inspector carried out deep dives in three subjects: early reading and phonics, mathematics and science. The inspector met with curriculum leaders, visited lessons, looked at pupils' work, spoke with pupils and staff, and listened to pupils read.

- Further meetings were held with safeguarding leaders. The inspector reviewed the school's single central record and spoke with staff to check how well they understood their safeguarding responsibilities.
- Responses to Ofsted's parent and staff surveys were considered.

Inspection team

Andy Lakatos, lead inspector

Ofsted Inspector

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