

# Inspection of Newstead Primary and Nursery School

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

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Inspection dates: 5 and 6 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Leaders are ambitious for pupils at Newstead to do well. Pupils are encouraged to 'Aim High'. The school's 'Ethos Tree' sets the values and attitudes for all pupils to follow, so that they can be successful learners and citizens.

Adults know pupils well and make sure that they get the right support. Pupils speak positively about the care they receive. Typically, one pupil told inspectors, 'Your teachers are like your mum and dad. Everyone is very kind.'

Pupils are friendly and polite. They listen well to their teachers and to each other. Pupils remember to say please and thank you in the lunch hall. They co-operate well on the playground. Pupils are sensible and respectful when doing their daily breathing exercises. They value these sessions and see how they benefit from them, since the sessions 'help us calm down after breaks and concentrate.'

Staff have high expectations of behaviour. Pupils know what bullying is and how to report it. Pupils are confident that staff deal quickly with any issues. A typical view was: 'Whenever anyone feels upset, the teachers sort any problems out and you're always happy after that.'

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

The curriculum has been designed around the school's 'Aim High' motto. In most subjects, it is very clear what pupils need to know and when they are expected to know it. As a result, pupils build their knowledge in these subjects over time. However, in some other subjects, leaders have not set out step-by-step the important knowledge that pupils need.

Children in the early years benefit from listening to stories, joining in with rhymes and having conversations with adults. Phonics is taught in a systematic way. Adults make regular checks on the letters and sounds that children know. Leaders have ensured that staff are well trained in how to teach children to read. Staff use this knowledge to provide precise support for children at risk of falling behind. There is a consistent approach to the teaching of reading. Pupils are given books to read that match their knowledge of phonics. They use their phonic skills well to sound out unfamiliar words. Staff show pupils how to read fluently.

Pupils enjoy mathematics. They benefit from a well-planned curriculum in this subject. Teachers revisit what pupils have previously learned. They check that pupils do not have any misconceptions. Teachers provide daily recall and assessment activities at the beginning and end of lessons. These help pupils understand and remember what they are taught. Teachers select resources well to support learning. For example, some pupils use dice, counters and number fans effectively to assist their counting and calculations.

Pupils with special educational needs and/or disabilities (SEND) are supported well. Leaders identify pupils with additional needs quickly. Pupils with SEND receive effective extra support that is closely matched to their needs. This means that they access the same curriculum as their peers. Leaders ensure that the support that has been planned is what pupils receive in the classroom.

Classrooms are calm, orderly places to learn. In the early years, children are taught the routines and expectations for learning. Pupils know the school's rules and what is expected of them.

Some pupils do not attend as regularly as they need to. Missing so much school means it is harder for these pupils to gain the knowledge and skills that they need.

Pupils learn about the Newstead 'Ethos Tree'. This teaches pupils the importance of having deep roots of happiness, health, safety, well-being and security to grow. Leaders ensure that pupils develop an understanding of their local community and its history. Pupils access a range of clubs to nurture their wider interests and talents. They learn about different types of relationships and healthy lifestyles. Pupils know how to keep themselves safe online. However, some pupils do not have a clear understanding of British values or why these are important. Some pupils' knowledge of world faiths is limited. Consequently, they are not as prepared for living in modern Britain as they could be.

Governors have a clear and detailed understanding of the school's strengths and areas for development. Governors want all pupils to achieve their best. They support and challenge leaders to improve the quality of education that pupils receive. Governors are aware of their statutory duties. They ensure that disadvantaged pupils benefit from the additional funding available.

Staff receive training to improve their subject knowledge and teaching skills. They feel supported by leaders. Staff appreciate the consideration given to their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders know pupils and their families well. Staff record and report concerns about pupils' welfare promptly. The school ensures vulnerable pupils receive the support they need. Leaders provide safeguarding training and updates for staff. Recruitment checks are thorough. Governors check that the school's safeguarding procedures are effective.

Pupils learn about healthy relationships, online safety and how to be safe in the community. Pupils know they can talk to adults in school if they have a problem. Pupils typically say, 'The teachers check that we are safe. They are pleased to see us, and it makes us happy.'

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

### (Information for the school and appropriate authority)

- Senior leaders have focused on designing and implementing a well-sequenced curriculum in the majority of subjects. Nevertheless, in some subjects, leaders are still refining the curriculum to make it clear what they expect pupils to know as they move through the school. Leaders should prioritise finalising the curriculum so that it is clear to staff the precise knowledge that they want pupils to acquire in each subject and across the curriculum. This will enable pupils to make meaningful connections in their learning to deepen their understanding. It is clear from leaders' actions that they are in the process of reviewing the curriculum within their identified timescale. For this reason, the transitional arrangements have been applied.
- Leaders aim to promote pupils' understanding of fundamental British values through the taught and wider curriculum. However, pupils' recall is not always as clear about some aspects of fundamental British values as it could be. This also applies to their knowledge of different faiths. Leaders should ensure that pupils develop a deep understanding of British values and world faiths, appropriate to their age.
- Governors and senior leaders have worked closely with parents and carers to try and ensure that pupils are attending school following the three periods of national lockdown during the pandemic. However, the rate of persistent absence remains stubbornly too high for some pupils. Leaders should review the approaches they are taking to ensure that all pupils attend school as often as they should.

## 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

<b>Unique reference number</b>	122658
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10241078
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	135
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Raynor
<b>Headteacher</b>	Helen Woodward
<b>Website</b>	<a href="http://www.newstead.notts.sch.uk">http://www.newstead.notts.sch.uk</a>
<b>Date of previous inspection</b>	21 November 2018, under section 5 of the Education Act 2005

## Information about this school

- The school does not make use of any alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors carried out deep dives in reading, mathematics, art and design and religious education. For the deep dives, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- Inspectors also spoke to subject leaders and looked at subject plans for design and technology, history, geography and science.
- Inspectors met with the headteacher, deputy headteacher, curriculum leaders and a sample of teaching and support staff. Inspectors met with the leader

responsible for behaviour, personal development and pupil premium, and the leader with responsibility for pupils with SEND.

- The lead inspector met with the designated leader for safeguarding to discuss the actions taken to keep pupils safe. The lead inspector reviewed a range of safeguarding documents, including the school's single central record.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans, records of governance, and documentation relating to pupils' attendance and behaviour.
- The lead inspector listened to a sample of pupils in the Reception Year, Year 1, Year 2 and Year 3 read to a familiar adult. Inspectors met with groups of pupils.
- The lead inspector met with a group of governors, including the chair of the governing body. He also met with a representative of the local authority.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and considered the results of the Ofsted staff questionnaire.

### **Inspection team**

Shaun Carter, lead inspector

Her Majesty's Inspector

Ann Davey

Ofsted Inspector

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