

Inspection of Newton Solney C of E (Aided) Infant School

Trent Lane, Newton Solney, Burton-on-Trent, Staffordshire DE15 0SF

Inspection dates: 10 and 11 October 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 16 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time. From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Newton Solney C of E Infant school is a caring and inclusive school. Pupils said that they enjoy school and staff help them. A typical comment from pupils was that the school is 'amazing'. Parents are positive about the work of the school. They commented on how nurturing, friendly and supportive the school is.

Pupils feel safe. They know who they can talk to if they have any worries. All pupils get a toy mouse before they start school. Staff use these to support children's transition to school and to help them talk about any worries they may have. There are positive relationships between pupils and staff.

Lessons are calm and orderly. Pupils said the school's 'do be' values of 'do be kind, do be respectful, do be responsible and do be friendly' help them to understand how to behave and treat others. Pupils are proud to get reward stickers for their work and for behaving well.

Pupils enjoy a range of trips and visits. They said they enjoyed trips to a tram museum, the local garden centre and the theatre. All pupils enjoy going to forest school once a week. Many pupils attend an after-school multi-sports club.

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

The school has high expectations of what all pupils, including those with special educational needs and/or disabilities (SEND), can achieve. The school has put an ambitious, well-sequenced curriculum in place for all subjects. This helps teachers to deliver the curriculum well.

Teachers explain new topics clearly. They question pupils to check and develop their understanding. This helps pupils to learn well. Teachers ensure that pupils regularly revisit previous learning. This helps pupils remember what they have learned. For example, pupils in Year 1 could talk confidently about what they learned about Louis Braille. Staff use activities in registration time well to help pupils develop fluent recall of key number facts they have learned. Teachers use assessment well to identify any gaps in pupils' knowledge. Pupils then get individualised support to address these.

The activities pupils do are well matched to the curriculum. However, for some pupils these activities do not always extend their learning. This means that some pupils do not achieve as well as they could.

The school identifies the needs of pupils with SEND well. Staff get detailed information about how to meet the needs of these pupils. They ensure that they adapt how they teach so that pupils with SEND can access the curriculum. Pupils with more complex needs get effective support. This helps them achieve well from their starting points.

The school has prioritised reading. Pupils learn phonics every day. Staff are well trained in how to deliver phonics and support pupils' reading. The books pupils read match the sounds they know. Pupils who need extra help to read get it. This means that pupils develop their confidence and fluency with reading. Daily story times and weekly library visits develop pupils' love of reading.

Children in Reception learn in a caring environment. There are clear routines that children follow. The Reception curriculum is well planned. Children experience a range of activities that help them to develop their knowledge and skills. Staff help children to develop their vocabulary well. Regular story times and singing nurse rhymes support this. Children are well prepared for key stage 1.

The school ensures that pupils understand how to behave in lessons. This means that pupils are not distracted from learning. On occasions, some pupils do not play well together at breaktimes. Staff do not always have high expectations for how pupils should behave at unstructured times. This means that sometimes boisterous behaviour goes unchallenged.

The school ensures that pupils have lots of opportunities for their wider development. Pupils know how to be safe online. They know about healthy eating and the importance of regular toothbrushing. Pupils learn about different cultures and religions. They can explain democracy and how voting works. Pupils in Year 2 enjoying contributing to life of the school. For example, some pupils help with organising the music for worship. The school provides opportunities for pupils to understand those who may be different from them. For example, pupils learn about artists who were disabled. The story books that teachers read to the pupils reflect a variety of cultures.

Staff enjoy working at the school. They feel well supported. Governors know the school well. They ensure they have the information they need to monitor the quality of education the school provides.

Safeguarding

The arrangements for safeguarding are effective.

The school's safeguarding arrangements require some minor improvements. Records of safeguarding issues lack detail. The actions the school takes to keep pupils safe are not always clear. This means important details could be missed. Governors do not always have the knowledge they need to monitor the school's work in this area. As a result, they are not always able to check the effectiveness of safeguarding arrangements in the school as well as they should.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes the activities that teachers use do not extend the learning of some pupils. This means they do not learn as well as they could. The school should ensure that the activities teachers use build on and extend the learning of all pupils.
- Some pupils do not always play well together at unstructured times. On occasions, some pupils are boisterous. Staff do not always challenge pupils when their behaviour falls below what is expected. This means that some pupils are not always aware of how they should behave at these times. The school should ensure that all pupils are aware of how they should behave at unstructured times. The school should also ensure that all staff address any poor behaviour at play times.
- Some safeguarding records lack detail. They are not always clear about the action the school has taken to address any safeguarding concerns. This means that important details could be missed. Governors do not monitor the school's safeguarding arrangements as well as they should. This means they are not always aware of how effective the school's safeguarding processes are. The school should ensure that all safeguarding records have enough detail so that it is clear what the issues are and what actions the school has taken. Governors should also ensure that they have the knowledge they need to monitor the school's safeguarding arrangements.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	112890
Local authority	Derbyshire
Inspection number	10199371
Type of school	Infant
School category	Voluntary aided
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	31
Appropriate authority	The governing body
Chair of governing body	Jaide Meyrick
Headteacher	Heidi Elks
Website	www.newtonsolney.derbyshire.sch.uk
Date of previous inspection	February 2007, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school received a section 48 inspection in July 2017. The school's next section 48 inspection will be within eight school years.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and the senior teacher.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, English and art. For each deep dive, inspectors held discussions about the

curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also discussed the curriculum and visited lessons in some other subjects.
- Inspectors visited registration and worship.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with groups of pupils from a range of year groups, including pupils with SEND.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses.
- An inspector held telephone conversations with the representatives of the local authority and diocese.
- The lead inspector met with governors, including the chair of governors.

Inspection team

Paul Halcro, lead inspector

His Majesty's Inspector

Anita Denman

His Majesty's Inspector

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