

# Inspection of Orrell Newfold Community Primary School

St James Road, Orrell, Wigan, Lancashire WN5 7BD

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Inspection dates: 5 and 6 June 2024

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

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school not been inspected under section 5 of the Act since December 2012.

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

Pupils enjoy school and they benefit greatly from all that it has to offer. They develop their individual talents and interests remarkably well. For example, most pupils attend an extra-curricular club, such as boot camp, cookery or cross-country running. Older pupils take part in memorable residential trips, including to outdoor activity centres and places of cultural significance.

The school has unstintingly high expectations for pupils' achievement. This includes for pupils with special educational needs and/or disabilities (SEND). Pupils develop a rich body of knowledge across a broad range of subjects. They achieve exceptionally well, particularly in English and mathematics.

Children in the early years settle into school routines with astonishing ease. They display a maturity that belies their years. Across the school, pupils' behaviour is exemplary. They listen with rapt attention in lessons and persevere with a task until they get it right.

Pupils know that their opinions matter and that they can play an active role in making the school even better. They develop an exceptional understanding of their environmental responsibilities. Pupils take positive action to look after the environment, including through taking part in community litter-picks and gardening events. Pupils leave the school as well-rounded and responsible young people ready to make their mark in their next schools and beyond.

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

The school works closely with other schools and external experts to ensure that it continues to improve, despite its already considerable strengths. Staff value the culture of trust that underpins their relationships with leaders at all levels. They appreciate the school's actions to reduce their workload, for example by reviewing approaches to feeding back on pupils' work.

The early years curriculum is designed with great skill. It gives children an exceptional grounding for their future learning. Communication and language sit at the heart of children's learning. Early years staff engage children in high-quality conversations as they learn and play. Children are especially well prepared to learn to read.

Reading is a strength of the school. Expert staff ensure that children in the Reception Year and pupils in key stage 1 learn phonics quickly and securely. Pupils read books that are closely matched to the sounds that they know. The small number of pupils who find reading more difficult receive well-tailored and highly effective support. Pupils become fluent and accurate readers by the end of key stage 1.

In other subjects, the school has thoughtfully refined its curriculum over a sustained period of time. It has carefully organised subject curriculums from the Nursery Year through to Year 6. The curriculum is ambitious for pupils, including pupils with SEND. The school identifies pupils' SEND at an early stage in their education. Staff provide these pupils with the support that they need to get the most from their lessons. As a result, pupils with SEND achieve well.

The school has identified the most important knowledge that pupils should learn and when this should be taught. Teachers are highly adept at introducing new information at exactly the right time. They ensure that pupils build on their knowledge successfully. Pupils make powerful connections between what they know already and new learning. They achieve highly.

The school's approach to supporting pupils' personal development is exceptional. It makes sure that all pupils have as broad and rich an experience as possible. Staff prepare pupils very well for the many opportunities and responsibilities of life, including their key role in caring for the planet. Pupils spoke with sensitivity about the differences that exist among people and families. They know what makes a healthy relationship. Pupils understand the changes that will happen to them as they grow up.

Children in the early years behave impeccably. Older pupils build on these high standards of behaviour. Classrooms and playgrounds are harmonious places to be. Pupils get on with their learning without distraction. They are rarely absent from school. Pupils know that attending school regularly will help them to learn all that they can.

Governors bring wide-ranging expertise and considerable experience to their roles. They have a well-informed view of the quality of the education that the school provides. Governors offer appropriate levels of challenge and support to the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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 [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

<b>Unique reference number</b>	106412
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10321306
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	458
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Janet May
<b>Headteacher</b>	Nikki Harris
<b>Website</b>	<a href="http://www.newfold.wigan.sch.uk">www.newfold.wigan.sch.uk</a>
<b>Dates of previous inspection</b>	4 and 5 December 2012, under section 5 of the Education Act 2005

## Information about this school

- A new headteacher has been appointed since the previous inspection. There have also been appointments to other leadership roles.
- Since the school was last inspected, a new chair of governors has been appointed.
- The school does not make use of alternative provision for pupils.

## 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 educational 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 spoke with the headteacher, other leaders and staff in school.

- The lead inspector spoke with members of the governing body, including the chair of governors. The lead inspector also spoke with representatives of the local authority.
- Inspectors carried out deep dives in early reading, geography, mathematics, music and science. They spoke with the leaders of these areas of the curriculum. They also visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils.
- Inspectors also spoke to a sample of pupils about their learning in other subjects. They spoke with leaders and reviewed a sample of pupils' work in these subjects.
- The lead inspector observed pupils from Years 1 to 3 reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, the 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 spoke with groups of pupils about their experiences of school. They observed pupils' behaviour at breaktimes and in lessons. An inspector scrutinised leaders' records of pupils' behaviour and attendance.
- Inspectors spoke with parents and carers as they brought their children to school. Inspectors also considered the responses to Ofsted Parent View, including the free-text responses.
- Inspectors considered the responses to Ofsted's online surveys for staff and for pupils.
- Inspectors reviewed a wide range of documents, including leaders' evaluation of the school's strengths and areas for improvement and documents relating to the governance of the school.

## **Inspection team**

Jackie Stillings, lead inspector

His Majesty's Inspector

Kelly Eyres

Ofsted Inspector

Mark Sherwin

Ofsted Inspector

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