



# Newton Regis CofE Primary School

Inspection Report

**Unique Reference Number** 125643  
**LEA** Warwickshire  
**Inspection number** 281971  
**Inspection dates** 27 June 2006 to 27 June 2006  
**Reporting inspector** David Driscoll AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Austrey Lane
<b>School category</b>	Voluntary controlled		Newton Regis
<b>Age range of pupils</b>	4 to 11		Tamworth, Staffordshire B79 ONL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01827 830220
<b>Number on roll</b>	120	<b>Fax number</b>	01827 830937
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr David Brill
<b>Date of previous inspection</b>	20 March 2000	<b>Headteacher</b>	Ms Caroline Barnard/Mrs Maureen Wraight

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 27 June 2006 - 27 June 2006	<b>Inspection number</b> 281971
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

Newton Regis is a small primary school that serves a relatively prosperous area. Very few pupils come from minority ethnic backgrounds and all are fluent in English. The proportion of pupils with learning difficulties is below average, but the proportion with a statement of special educational needs is average. A new nursery opened at the school in September 2005. A relatively high proportion of pupils join the school part-way through their education. The school is unusual in having two headteachers who share responsibility for the management of the school.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

The school provides a good education and good value for money. The school is a safe environment where pupils progress well both in their personal and their academic development. They behave well and have good attitudes to learning. Those who join the school part-way through their education are made to feel particularly happy and welcome. Children get off to a good start in the Foundation Stage. They are taught well and have lots of good quality resources. Standards are slightly above average by the start of Year 1. Progress slows in Years 1 and 2, but is satisfactory. Pupils with learning difficulties make good progress, but the demands on the most able are not always high enough, especially in their writing. Standards in writing lag behind those in reading and mathematics at the end of Year 2. The headteachers and governors are already aware of these areas for improvement. From Year 3 onwards, pupils make good progress, exceptionally so in the case of mathematics. Lower-ability pupils, and those with learning difficulties, make slightly more progress than others because of the particularly effective work of the teaching assistants.

The way that the school's managers use data gives them an accurate view of the school's performance and allows them to provide extra support for the least able. However, it is not yet being used to provide such support for more-able pupils who may be in danger of underachieving. Nevertheless, the school is well placed to continue the good progress made since it was last inspected, because the actions taken to improve have been effective.

### What the school should do to improve further

- Improve the progress made by pupils in Years 1 and 2, by demanding higher standards of the most able in their writing.
- Use the data held on pupils' progress to identify and target support for any more-able pupils who may be at risk of underachieving.

## Achievement and standards

### Grade: 2

Pupils make good progress at the school. Standards vary from year to year, owing to the small numbers involved, but pupils usually join the school with average standards and leave with standards that are above average. The school usually meets its challenging targets.

Children in the Foundation Stage make good progress, so they are ready to start Year 1 with standards that are a little above average. They get off to a flying start in the Nursery, where activities are planned meticulously to meet their needs. The good progress continues in the Reception class, where progress in number skills is particularly good. Progress in Years 1 and 2 is satisfactory. Lower-ability pupils, including those with learning difficulties, continue to make good progress but progress is slower for the more able pupils in writing. In Year 3, the pace of learning picks up again, so all

pupils make good progress by the time they leave. Progress in mathematics is exceptionally good. This is often the weakest area on joining the school, but is one of the strongest by the end of Year 6.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. They enjoy school, as is shown in their good attendance and attitudes to work. Their thought for the needs of others is apparent in the enthusiasm with which they regularly select and support charities, locally, nationally and in other parts of the world. Children enjoy learning about different cultures, especially in art and music, and develop a good understanding of how people from different backgrounds live in Britain today. They treat those around them with care and respect. Older children are proud of the ways in which they take responsibility for others both in the playground and in helping them to read, although pupils are less likely to be independent in lessons, particularly in Years 1 and 2. Pupils are especially welcoming to new children. Many parents and pupils comment on how quickly children are welcomed into the school, and the extent to which they blossom. As one pupil pointed out, 'I had never been a star before I came here'.

Pupils have good ideas about how to stay safe and healthy. The school council spoke enthusiastically about the safe environment of the school, praising in particular the scarcity of bullying. Children take good opportunities to influence change through elections to the school council which has, for example, initiated a book day and discussed the placing of warning signs on roads near the school. Some children's boisterous behaviour in the playground has to be firmly controlled, but in class they behave well and take pride in their work. There is a high level of participation in sporting and other activities such as making displays for village events. Pupils' good progress in acquiring basic skills prepares them well for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good, so pupils make good progress in their learning. Lessons are planned well across the school, and this is exceptionally good where teaching assistants take notes on pupils' performance. In the Nursery; for example, the next day is planned around each individual child, based on the assessment from the previous day. The work of the teaching assistants is also one of the reasons for the better progress made by pupils with learning difficulties. They know the pupils very well indeed and set work that is both challenging and exciting. Work for other pupils is usually challenging, but this is not always the case for the most able pupils in Years 1 and 2. As these pupils do not get enough opportunities to write at any length, so they are not confident about getting their sentences in a proper sequence. Questioning, too, could demand

more of pupils. Too often questions require single-word answers, so the pupil does not have to explain how they have worked out the answer.

## **Curriculum and other activities**

### **Grade: 2**

The good curriculum uses the local area well, in fruitful collaboration with staff from the high school. Educational visits are well used to broaden pupils' experience. The school is well resourced, starting with a well-equipped Nursery to stimulate interest in learning. Planning for the specific needs of children with learning difficulties helps them to make good progress in relation to their targets. However, the school is aware that staff are not yet providing an equally effective curriculum for the gifted or talented. After-school activities are varied and well attended, with a high rate of participation in performances. The range of sporting activities is exceptional, with the school having a good record of success in local competitions.

## **Care, guidance and support**

### **Grade: 2**

Staff care well for the pupils, with close attention to their health and safety. All staff have had recent training in child protection procedures. Guidance is satisfactory in that all children are set targets, but the regularity with which these are used varies. While those for children with learning difficulties and disabilities are rigorously and very regularly checked, other children are not always aware of how much progress they are making. The school works very effectively with other schools to identify and support those with learning difficulties. Strong relationships with other local schools ensure that those leaving Year 6 know well both the staff and pupils with whom they will work in Year 7, and the buildings in which they will learn.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The school has made good progress since it was last inspected, with the weaknesses in speaking having been dealt with particularly well. The governors and headteachers have an accurate view of standards and the quality of provision, which allows them to clearly identify areas for development. Governors then ensure that the areas for development form targets for the headteachers' performance, which provides a good degree of accountability. The priorities for improvement set a clear agenda for the future, which is another significant improvement on the last inspection.

The school has good systems in place to track the progress of individual pupils, and uses the information to target support for groups of pupils. However, the groups are selected according to whether or not they are reaching the national average, rather than whether or not they are making enough progress. This means that a more able pupil who is reaching above-average standards but making slower progress than others may not be identified, and so may not receive extra support.

Links with parents are good. The school seeks all parents' views on a bi-annual basis, and also consults specific groups of parents as the need arises. This year; for example, parents have been consulted about the arrangements for the transition to the next stage of their child's education. Parents now praise the school highly for its work in this area. Links with other schools are also strong. The collaboration with other primary schools and the local high school has led to considerable financial savings, as well as improved progress for pupils with learning difficulties.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

As you know, we came to see you at work recently and check on how well you are doing.

We had a great day in your school. You spoke to us very nicely. Mrs Randall really enjoyed meeting the school council, who were very grown up. You told us that you like coming to school and we can see why. You have lots of friends, and you are brilliant at making new children happy when they first join the school.

You learn lots of new things at school. You like lessons best when you have to think hard and solve problems. We have asked the grown-ups who run the school to give you even more of these in Years 1 and 2, especially for those who find some work a bit easy, and especially writing. Some of you find the work hard, but you do well because the grown-ups help you to work things out for yourself. We have also asked them to watch out for those who may get good marks without working hard to get them, so that they can do even better.

Most of you work hard in lessons and always try your best. You know how to take care of yourselves and others, although some of you could be a bit calmer in the playground. The grown-ups take good care of you, and make sure that you are happy at school.

Thank you for helping us with our work and for being so kind to us.