



Newstead Primary School

Inspection Report - Amended

Unique Reference Number 124017
Local Authority Stoke-On-Trent
Inspection number 292861
Inspection date 22 November 2006
Reporting inspector Andrew McDowell HMI

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

Type of school	Primary	School address	Waterside Drive
School category	Community		Blurton
Age range of pupils	4-11		Stoke-on-Trent ST3 3LQ
Gender of pupils	Mixed	Telephone number	01782 235490
Number on roll (school)	230	Fax number	01782 235493
Appropriate authority	The governing body	Chair	Vacant Position
		Headteacher	P Jones
Date of previous school inspection	26 February 2001		

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Amended Report Addendum

Report amended due to administration error

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

This is an average-sized school serving an area of significant social deprivation. The proportion of children qualifying for free school meals is well above average. The number of children with learning difficulties and disabilities is above average and there are very few children from minority ethnic groups. The school moved to a new building in 2004 and recent improvements have been made to the accommodation for the youngest children.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. The key factors in making the school successful are:

the clear and incisive leadership of the headteacher

the teamwork and strong commitment of all the staff to ensure the pupils do as well as they can at school

the way in which the school works with other agencies and includes the community in all it does

and last but not least, the children themselves, who are very mature, sensible and keen to do well.

When they start at the school, many children have skills and abilities that are below average. From this low starting point the children make good progress and by the time they leave they attain standards that are generally above those reached by children nationally. Standards in writing are not as high as those in other subjects. The children make good progress in the Nursery and Reception classes because the staff are well organised and have high expectations. This good progress continues throughout the rest of the school because teaching is good. The teachers keep thorough records of how each child is progressing but the children are not sufficiently involved in assessing their own work and reviewing their targets. Consequently, some of them are not clear about what they need to do to improve. A key factor in the success of the school in raising standards is the way the headteacher and the senior teachers check on how all children are doing in their work. When they find a child who is having problems, they quickly take action to put it right.

Aspects of the way the school cares for the children and works in partnership with parents are outstanding. The excellent support the school offers children with learning difficulties and disabilities is expressed by the parent who said, 'My son has just been statemented and the school has done everything they can to support and help myself and my husband. They have worked very hard with my son and he is now progressing in leaps and bounds'.

The children feel safe and really enjoy school. Through the school and class councils they all have a say in how the school is developing and appreciate all that the staff do for them. Their personal development is outstanding because the school expects the children to be mature, and they rise to these expectations and behave well. The school has been particularly successful in helping the children develop an excellent understanding of how to live a healthy lifestyle. The school curriculum is good and does much to broaden the experience of the children.

This school has a very good track record for improvement. The headteacher is an outstanding leader and the key to the school's success. She has been successful in appointing a team of staff who share her vision for the school. The staff know what she expects of them and everyone acknowledges that she puts the children first and

does all she can to support her staff. Her rigour has ensured the school has an accurate view of its strengths and weaknesses and a strong resolve to continue to improve

What the school should do to improve further

- Raise standards in writing to match those in reading, mathematics and science.
- Involve the children more in assessing their own work and setting and reviewing their targets.

Achievement and standards

Grade: 2

Children make good progress in the Nursery and Reception classes and reach standards that are broadly average by the time they move to Year 1. There has been a steady rise in standards in Years 1 to 6 in recent years and overall standards are now above average by the time the children leave. This represents good progress as many children started school with below-average skills and abilities. The school sets challenging targets for all children. Those with learning difficulties and disabilities make outstanding progress as a result of high quality care and guidance. The school identifies pupils with the potential to reach the higher levels and is increasingly successful in helping them to do so. The Year 6 results in 2006 were lower than previous years because of the particular nature of this group of children. Standards and progress in science are outstanding. Standards in writing are only satisfactory and the school has recognised that there is more to do to improve both the presentation and content of what the children write.

Personal development and well-being

Grade: 1

The personal development of the children is outstanding and this results in confident children who are well prepared for the next stage in their education and later life. They thoroughly enjoy school and play a very active part in its development. The children's spiritual, moral, social and cultural development is outstanding. They develop excellent social skills and are given first-rate opportunities to care for and help each other. For example, they act as mediators and play leaders in the playground. Many of the older children undertake a daily health survey with younger children, which is successfully changing eating habits and improving the diet of all involved. The school council is very well established and has made a very good contribution to improving the outside areas and lunchtime arrangements. Attendance is satisfactory and improving because the school has very good systems to follow up absence, and everyone appreciates the reward system for those who are punctual and attend well.

A strength of the school is the way the children understand and follow the school's behaviour policy. Almost all pupils are in the 'Premier League' and the few who have been relegated to the 'First Division' are trying hard to be promoted. The children feel

very safe in school; they say bullying rarely happens and are confident that when it does the school deals with it well.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. The staff work well together to plan interesting lessons for the children. Teaching assistants play an important role in the success of the school and provide very good support to pupils with learning difficulties and disabilities. Record keeping is good and the teachers use this information well to make sure the work they set is right for the different abilities in each class. However, the children are not sufficiently involved in assessing their own work to enable them to have a clear view as to how they are doing and what they need to do next to improve. This particularly applies in writing, where they are not clear about the specific things they need to do to move to the next level. The classrooms are happy places because the staff are particularly skilled at behaviour management and humour is used well to promote enjoyment.

Curriculum and other activities

Grade: 2

The quality of the curriculum is good. The teachers ensure the work is well matched to the different abilities and this enables all groups to make good progress overall. The school recognises that to be outstanding the curriculum needs to be more effective in developing writing skills. The children are offered a rich and broad experience that prepares them well for the future. The school offers a very wide range of clubs that are much appreciated by the children. Good links with the Blurton Dads Group enhance the curriculum well through adventurous activities such as archery and cycling. French is taught throughout the school and even some of the youngest children can already count to twelve in French. Last year all the children in Year 2 had the opportunity to learn to play the violin. Personal, social and health education is very good and this is a major reason for the children's outstanding personal development. The school is very serious about health issues and ensures the children are fully informed and well prepared to manage difficult lifestyle decisions as they get older.

Care, guidance and support

Grade: 2

The quality of care, guidance and support is good overall. Some aspects of the social and emotional care of the children are outstanding and this contributes powerfully to making their personal development outstanding. The school has good systems for checking on the progress the children are making but involvement of the children in assessing and target setting is only satisfactory. The staff know the children very well, value them all as individuals and work in close partnerships with families and other

agencies to keep them safe. The parents express overwhelming support for the way the school cares for their children. They say, 'The school is part of the community and there are no barriers. We can come in to talk about our children at any time'. The school is particularly good at monitoring how the children are feeling and the Home School Link Worker provides very good support to both children and families where it is needed. Arrangements to ensure safeguarding and child protection are secure and the staff are very vigilant in ensuring good supervision of children at all times.

Leadership and management

Grade: 2

Leadership and management are good. The close attention that is given to checking on the progress children are making has contributed well to the improvement in standards in recent years. Although there have been some recent changes to the leadership team, the capacity for further improvement is good because the headteacher is ensuring new leaders are well supported and trained in their new roles. The school has good systems to check on the quality of teaching and learning. More training is needed to ensure staff are consistently evaluating the learning observed in lessons as well as the key features of the teaching. The school governors make a good contribution to the school's success. They are active in the school and the chair has been instrumental in ensuring that the new accommodation in the school is as good as it can be. The leadership team are very successful in overcoming barriers to learning and are outstanding in the way they promote equal opportunities and personal development.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Can I start by saying a big 'thank you' to everyone I spoke to when I visited your school recently. I had a super day and, like you, I think your school is really good. In fact I think some things are outstanding.

Here are the things I liked the best:

- You behave well and are very grown up in the way you work hard and help each other in and around school.
- All the teachers really care for you and they work very well with your parents to keep you safe.
- The teachers and all the other staff plan good lessons and they make sure the work they set you to do is just right for you all.
- The work you do in reading and mathematics is good and it is very good in science. Keep up the good work.
- Your headteacher and her leadership team check carefully how each of you is doing and they make sure you get help when you need it.

As you can see, there are many things for you all to be proud of. There are a couple of things I have asked the school to do to become even better. The first is to keep working hard to improve your writing, both your presentation and what you write. I have also asked them to help you to mark your own work and check your own targets, so you get better at knowing how well you are doing and what you need to do next to improve.

Thanks again to everyone for making me so welcome.