



Newbold and Tredington CofE Primary School

Inspection Report

Unique Reference Number 130882
Local Authority Warwickshire
Inspection number 293653
Inspection date 14 December 2006
Reporting inspector Nigel (Nick) Pett

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

Type of school	Primary	School address	Manor Farm Road Tredington Shipston-on-Stour CV36 4NZ
School category	Voluntary controlled	Telephone number	01608 661568
Age range of pupils	4-11	Fax number	01608 661568
Gender of pupils	Mixed	Chair	Margaret Rogers
Number on roll (school)	99	Headteacher	Neil Satoor
Appropriate authority	The governing body		
Date of previous school inspection	21 May 2001		

Age group 4-11	Inspection date 14 December 2006	Inspection number 293653
--------------------------	--	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small split-site school serving a rural area. The infant section is some three miles apart from the junior section in adjacent villages. Most pupils come from advantaged backgrounds. The proportion of pupils with learning difficulties is broadly similar to that found nationally. Most pupils are of White British heritage. There has been a significant changeover of teachers in the last two years.

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 which successfully helps all of its pupils to develop their academic potential and to grow and mature as individuals by the time that they leave. However, it recognises that it can raise pupils' academic achievement further. Parents are generally very supportive and very pleased with the way that their children develop.

Children in the Foundation Stage make satisfactory progress and reach expected levels by the time they start Year 1. The overall quality of the provision is satisfactory although the outdoor provision for the children is unsatisfactory and limits their achievement.

Pupils reach standards which are above average and achieve well. Levels of achievement have improved in the last year because of good teaching and learning, and through the pupils' positive attitudes and enthusiasm for learning. Their personal development and well-being, and their spiritual, moral, social and cultural development, are outstanding. They respond to the high expectations exceptionally well and really enjoy school. They feel safe, understand how to be healthy, and make a fine contribution to their community. They enjoy great relationships with each other and staff and, throughout the school, there is an atmosphere of respect. The Christian ethos of the school is clearly evident. Teaching is good. Lessons are often challenging although occasionally in mixed-age classes the work set does not always meet the pupils' differing needs. The curriculum is good with basic skills being very well covered. The curriculum includes good opportunities for pupils to learn how to be healthy. Assessment procedures are good and they are being well used to support curriculum and lesson planning. However, the procedures are not used carefully enough to give pupils clear guidance on how to improve their work. Pupils' targets are not always specific enough and this undermines the overall quality of guidance and support. Nevertheless, the pastoral care of the pupils is outstanding and they all feel that they have someone they can turn to if they need help. Leadership and management are good. The clear direction the headteacher has set since his appointment two years ago is motivating staff and pupils very well. He plays a prominent part in the life of the school and is very well supported by the staff. The effective procedures for monitoring and evaluation have given a clear understanding of the school's strengths and weaknesses and what needs to be done to raise achievement. Governors are very supportive but they do not yet challenge the school sufficiently. The capacity for improvement is good.

What the school should do to improve further

- Improve the provision for the Foundation Stage especially in the resources for outdoor activities.
- Make better use of assessment so that pupils' individual targets clearly address the ways that they can improve their work.
- Improve the role of governors in the way that they challenge the school.

Achievement and standards

Grade: 2

Because of the small numbers, attainment on entry to the Foundation Stage varies from year to year across all areas of learning. However, from at least broadly expected levels children make satisfactory progress and reach the expected goals for learning by the end of the Reception year. Results in teacher assessments at the end of Year 2 are broadly in line with the national average as pupils make steady progress through Years 1 and 2. However, pupils' rate of progress increases in Years 3 to 6 and by the end of Year 6 results in national tests are generally well above the national average in English, mathematics and science. Current levels of achievement in Years 3 to 6 are good. Pupils with learning difficulties and disabilities make sound progress.

Personal development and well-being

Grade: 1

'We believe in pride, strength and joy. We try to achieve our targets but at the same time have fun.' This comment written by Year 6 pupils accurately describes pupils' personal development and well-being. Pupils' spiritual, moral and social development is outstanding. They take great pride in their school and have very positive attitudes towards their work and say they really enjoy coming to school. This is reflected in the very good attendance. They enjoy learning. Their behaviour is very good. Pupils develop their sense of responsibility by acting as 'friends' in the playground, ensuring no pupils are unhappy or without friends to play with. Relationships are very good and pupils have a clear understanding of the impact of their actions on others. They enjoy rewards and spontaneously appreciate achievement. Pupils make a strong contribution to the life of the community through in-school activities including involvement in the school council and taking part in clubs and sports. They are involved in their local community through church activities and festivals. They adopt good safety practices in lessons and around the school and lead healthy lifestyles. Pupils' very good work habits and good achievement ensure that they are successfully developing the skills to prepare them for their future lives.

Quality of provision

Teaching and learning

Grade: 2

Teaching in the Foundation Stage is well planned and gives the children many good opportunities in most aspects of learning. However, the small outdoor provision does not provide a natural extension to the learning activities in the classroom or enough opportunities to experience good quality physical activities. Teaching in the mixed-age classes in Years 1 to 6 is good although pupils' progress is a little stronger in Years 3 to 6. Lessons are well structured and pupils are given good explanations at the beginning of lessons and teachers recap well on previous lessons which give pupils a

good sense of continuity. Questions are challenging and opportunities are taken to get the pupils to discuss their ideas in pairs. New vocabulary is explained well and pupils are successfully encouraged to extend their answers which develop their literacy skills well. Sometimes, these introductory sessions go on for too long and whilst questioning is generally good, pupils do begin to lose their concentration and this slows their learning. When they do begin either individual or group work, they do this with real enthusiasm which is one reason for the overall good progress. The teaching assistants work well with the class teachers to make sure that pupils understand the work. There are a few occasions when the work is either too easy or too hard for the differences in ages and abilities. There are good cross-subject links with literacy, and computers are well used by teachers and pupils.

Curriculum and other activities

Grade: 2

The Foundation Stage curriculum is satisfactory as there are significant limitations for outdoor activities. The curriculum in other year groups addresses all requirements and has successfully focused on developing pupils' basic skills in literacy, numeracy and information and communication technology (ICT). It provides pupils with a good range of learning activities which are generally well planned to meet their learning needs although the level of challenge for the more able is not always sufficiently high. The curriculum is very well enriched through visits, visitors and the wide range of clubs and activities which includes sports, foreign languages and school performances, which pupils support very well and which add significantly to their personal and academic development.

Care, guidance and support

Grade: 2

The pastoral care of the pupils is outstanding as they are all well known to the adults. Pupils appreciate the fact that there is always someone they can turn to if they have any difficulties. The high expectations which are set are very beneficial in helping the pupils to understand their responsibilities for their work and for each other. These expectations are well maintained across the two sites. Child protection and health and safety procedures are good. The latter has benefited from some good developments in extending and refurbishing parts of the both buildings. However, more work is still needed for the provision for Foundation Stage children. Academic guidance is generally good but individual targets are not always specific enough or consistently checked to judge pupils' progress. This leads to some pupils not always having as much information about how well they are doing or what they need to do to improve.

Leadership and management

Grade: 2

Since his appointment in 2004 the headteacher has given the school a clear sense of direction and purpose. Supported well by the staff team, he has initiated a number of

changes aimed at improving pupils' achievement. These changes are being successful and achievement is on an upward trend. The management of the split site is effective. The monitoring of teaching and learning and other areas of the school's work is good and is giving the school a clear sense of its strengths and weaknesses. The school improvement plan is clear but not all of the priorities are expressed in terms of improvement targets and consequently it is not easy to measure how successfully the priorities have been addressed. The way that the school works with parents, carers and agencies is very good, and the involvement of these groups adds to pupils' learning opportunities very well. Governors are developing their roles but they have not yet established a consistent pattern in the way that they challenge the school about the approaches that are being taken and how successfully the priorities have been tackled.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

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

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?	2
The quality and standards in the Foundation Stage	3
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	2

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	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
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	2
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	3
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

Thank you for welcoming us so well when we came to inspect your school. We enjoyed the opportunities to talk to you. We think that you attend a good school which really helps you to learn and develop as young people.

- What we most liked about your school
- By the time you leave school you reach above average standards and you achieve well.
- The fun that you have in your learning because you really enjoy school.
- You behave very well, and get on really well with each other and the staff.
- You are very well cared for and you told us that you feel safe and secure.
- The good way that your school is led and managed by the headteacher and the support of the staff.

- What we have asked your school to do now
- Develop the outdoor play area for the youngest children to help them in their learning.
- Make your targets clearer so that you are helped to make even more progress in your work.
- Change the ways that the governors work so that they ask the headteacher and staff even better questions about how well the school is working.

Thank you again for being so friendly and courteous and we hope that you will all continue to do your best and continue to live up to what Year 6 pupils wrote – 'We believe in pride, strength and joy. We try to achieve our targets but at the same time have fun'.