

Newdigate Primary School

Inspection report

Unique Reference Number	130896
Local Authority	Warwickshire
Inspection number	293658
Inspection dates	19–20 June 2007
Reporting inspector	Alison Grainger

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	237
Appropriate authority	The governing body
Chair	Robin Wilson
Headteacher	Christine Lesley Cook
Date of previous school inspection	12 November 2001
School address	Anderton Road Bedworth CV12 0HA
Telephone number	024 76361662
Fax number	024 76363796

Age group	3–11
Inspection dates	19–20 June 2007
Inspection number	293658

© Crown copyright 2007

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

Situated in Bedworth, between Nuneaton and Coventry, the school draws almost all of its pupils from the estates of mixed housing nearby. Almost all pupils are of White British background. The percentage of pupils with learning or social and behavioural difficulties is above average. When children start in the Nursery their attainment is a little below the expected level.

The school has the silver Artsmark and Healthy Schools awards and the Green Flag Eco-Schools award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. There are good features in the attention to pupils' personal welfare, which are much appreciated by pupils and their parents. As one parent commented, 'There is a wonderful friendly atmosphere at the school and staff are approachable'. As a result of strengths in the satisfactory care, guidance and support, almost all pupils behave well, feel safe at school and are able to get on with their work in a calm and orderly environment.

Standards throughout the school are a little below average. Pupils' achievement is satisfactory in relation to their starting points. They make adequate progress as they move up from their start in the Nursery to the end of Year 6, but few pupils reach the higher levels for their age in any subject. Standards at the end of Year 6 are slightly better in English than in mathematics and are relatively weaker in science.

Pupils' progress is satisfactory because teaching and the curriculum are satisfactory and this begins with satisfactory provision for children in the Nursery and Reception. There are some good features, such as in the management of pupils' behaviour, which support learning effectively. However, there is very little good teaching and there are features of teaching that prevent pupils' learning from being better than satisfactory. The main reason why pupils do not move on at a good pace in their learning, and why standards are not higher, is that teaching is not always closely enough matched to their needs and the more capable ones are not pushed on fully.

Leadership and management are satisfactory. Senior leaders have recently pulled the school back on course after a period in which standards had declined. Senior staff and governors are keenly aware that, although adequate, the current pace of the school's development has to be faster. They recognise that improvements in monitoring and evaluation of teaching and the curriculum are now required. While an acceptable amount of monitoring has been undertaken, the school knows that this needs to be intensified, particularly in the analysis of how teaching and the curriculum influence pupils' learning. The staff are committed to improvement and the school has satisfactory capacity to achieve this.

Pupils' personal development and well-being are satisfactory overall. There is good enrichment of daily lessons through a wide range of additional activities such as clubs and visits. These activities are not only enjoyed by pupils, but they also contribute positively to pupils' knowledge and understanding of the world. However, pupils do not develop enough independence and initiative in lessons because there are too few opportunities for them to do so.

What the school should do to improve further

- Raise standards, particularly in science in Year 6, and ensure that more pupils reach the higher levels for their age in all subjects.
- Make sure that teaching is closely matched to all pupils' needs and, in particular, that it challenges the more capable pupils.
- Increase opportunities for pupils to develop independence and initiative in lessons.
- Ensure that the impact of teaching and the curriculum on pupils' learning and standards is rigorously evaluated, with swift action taken for improvement.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards are a little below average and pupils' achievement is satisfactory. Children in the Nursery and Reception Year get off to a satisfactory start. They make steady progress during this time, although attainment on transfer to Year 1 remains a little below the level expected in reading, writing and some aspects of mathematics. Boys have lower attainment generally than girls when they start and this gap between boys and girls is still there at the end of the Reception Year.

Progress is satisfactory in Years 1 to 6, but few pupils reach the higher levels for their age because the challenge for the more capable pupils is inconsistent. Science standards are lower than those in English and mathematics at the end of Year 6 because of weaknesses in the development of pupils' skills in the practical and investigative aspect of this subject.

The school recognises that the progress of all groups of pupils has to accelerate if standards are to rise. Assessment data and inspection evidence show that a dip in standards in recent years has been halted. Improvement is most evident in the standards of pupils at the end of Year 2, particularly in writing. Pupils with learning difficulties progress at a similar rate to other pupils in their classes.

Personal development and well-being

Grade: 3

Pupils' spiritual, moral and social development is satisfactory. Although some pupils have social and behavioural difficulties, good features are evident in pupils' moral and social development. These are seen in the good behaviour of the vast majority of pupils and in the positive relationships they form. Cultural development is weaker, particularly pupils' understanding of modern multi-ethnic society.

Most pupils enjoy school, although many are more enthusiastic about the activities that enrich the curriculum than they are about their daily lessons. The attendance rate has improved this year and is average, having dipped last year. Pupils have a satisfactory understanding of how to keep safe and a good awareness of the importance of keeping fit and healthy. They say, for example, that they keep fit by riding their bikes. Pupils know the importance of looking after the environment.

Pupils make a good contribution to the school and wider community. They readily take on responsibilities through the school council and, for instance, as 'peer mediators' who help to promote good relationships. Pupils' preparation for their future lives, such as in their acquisition of the basic skills in literacy and numeracy, is satisfactory. They do not sufficiently develop the independence and initiative as learners of which they are capable.

Quality of provision

Teaching and learning

Grade: 3

There are some strengths in the satisfactory teaching, particularly in the management of behaviour and in the good relationships between pupils and adults in lessons. Instructions are clear so that pupils know what is expected of them and settle quickly to their activities. In the Nursery and Reception Year, resources are set out well in advance so that time is not wasted.

In most lessons, teaching assistants are appropriately deployed to support pupils with learning difficulties.

There is very little good teaching and this is why pupils do not move on at a more than an adequate pace in their learning and long-term progress. Activities and whole-class teaching are not finely enough tuned to the needs of pupils of differing capability. Consequently, pupils are not always challenged enough by their activities, particularly the more capable pupils.

Curriculum and other activities

Grade: 3

The curriculum is adequately matched to pupils' needs and interests. All the recommended areas of learning are covered in the Nursery and Reception Year, with an acceptable balance of activities that are directed by adults and those that children select for themselves from a range provided. There are some missed opportunities to promote learning through the activities that do not have adult participation, for example, to extend children's understanding and use of language. The outdoor area is not always used fully.

All the required subjects are taught in Years 1 to 6. Improvements have been made to the provision for reading and writing, such as in the use of materials designed to capture boys' interest, and these are starting to have an impact on progress and standards. An increase in problem-solving activities in mathematics is also proving successful, although the school recognises that further action is necessary. The promotion of practical and investigative skills in science is too patchy in Years 3 to 6. Indeed, in general, there are not enough activities to develop pupils' independence and initiative. Many good opportunities, such as clubs, visits and the use of visitors, do much to broaden pupils' experiences, including two residential visits for the older pupils.

Care, guidance and support

Grade: 3

There are some real strengths in the pastoral care. The school knows pupils' personal needs well and works closely with parents and outside agencies to support those with learning or behavioural difficulties. Sensitive support is provided for vulnerable pupils. Arrangements for child protection are robust and the necessary action is taken to check on adults who will come into contact with pupils.

Academic guidance is adequate. Teachers mark pupils' work and tell them what they are doing well. Nevertheless, not all teachers indicate clearly enough how pupils might improve their work; for example, by making comments in marking that refer to pupils' learning targets. Improvements are being made to systems for tracking pupils' progress. Satisfactory action is taken, for example, to put in extra support for individuals or groups who are falling behind and to help to get them back on track.

Leadership and management

Grade: 3

The school has succeeded in turning a corner and halting declining standards and a fall in attendance. It knows that further action is necessary, in particular to raise standards in science in Year 6 and to ensure that the more capable pupils are consistently challenged. To prevent

pupils underachieving, the school is taking important steps to improve the data held on pupils' progress and the use made of this information.

The school welcomes involvement in local and national initiatives to raise standards. Subject leaders, for example, enthusiastically take part in training, which they disseminate to other staff. The impact of recent initiatives can be seen particularly in the improvements in writing standards at the end of Year 2. Staff and governors are committed to moving the school on. Governors are exploring ways of becoming more proactive in asking the school challenging questions about its effectiveness.

Monitoring and evaluation of teaching and the curriculum and how they impact on pupils' progress are just satisfactory. The school recognises that sharper analysis of how provision affects the outcomes for pupils is necessary to pinpoint the precise action needed to promote swift improvement.

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.

Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

21 June 2007

Dear Pupils

Inspection of Newdigate Primary School, Bedworth, CV12 0HA

Thank you for helping us when we visited your school. We found that your school is providing you with a satisfactory education.

Your behaviour is good. You get on well with each other and with the adults in school. You know a lot about how to keep fit and healthy. Your contribution to the school and wider community is good. The school council does a lot to make improvements and carry out your responsibilities with care.

The adults look after you well and make sure that your school is a safe place. They provide you with many exciting extra activities, such as clubs and visits. You are lucky to have two chances to go on residential visits in Years 5 and 6!

You make satisfactory progress as you move up through the school. This is because the teaching and range of activities in lessons are satisfactory. The guidance that teachers give you to help you to improve your work is also satisfactory.

The adults make sure that the school runs smoothly. They want to improve the school so that you make more progress. We have asked them to do the following things in particular to help with this.

- Help you to do better in science and to ensure that those of you who can do hard work do as well as you possibly can in all subjects.
- Make sure that the teaching is at just the right level for all of you all of the time.
- Give you more opportunities to develop your independence and initiative in lessons.
- Carry out more checks on how well the school is helping you to learn.

You can help by continuing to behave well and by always doing your best.

Yours sincerely

Alison Grainger Lead Inspector