

Newstead Primary and Nursery School

Inspection report

Unique Reference Number	122658
Local Authority	NOTTINGHAMSHIRE LA
Inspection number	314360
Inspection dates	16–17 April 2008
Reporting inspector	Sue Hall

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	108
Appropriate authority	The governing body
Chair	Mr Andi Richardson
Headteacher	Mr Peter Stonier
Date of previous school inspection	30 June 2003
School address	Hucknall Road Newstead Village Nottingham Nottinghamshire NG15 0BB
Telephone number	01623 753681
Fax number	01623 759399

Age group	3–11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This smaller than average sized primary school serves a former mining village where unemployment is above the national figure. The number of children entitled to free school meals is higher than average. The very large majority of children are of a White British background and all speak English as their first language. The proportion of children with additional learning difficulties is slightly higher than average, with these children having a wide range of individual needs including emotional difficulties. Because of temporary housing in the area, mobility in and out of the school is high. The school holds Gold Healthy Schools status, a silver ECO schools designation and an Activemark 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 school provides a satisfactory quality of education. Staff know and care for the children well and work effectively with a wide range of agencies to protect and safeguard them and their families. Children like coming to school and behave well. Parents are generally pleased with the quality of education offered and, as one rightly notes, 'The overall feel of the school is a positive and encouraging environment.' The school has good links with outside agencies to support children and their families.

Children enter the Foundation Stage with skills, knowledge and understanding that are below the expectations for their age. Whilst most children achieve satisfactorily in the Foundation Stage, they enter Year 1 with skills that are below expectations. In Years 1 and 2, children make good progress. However, at the end of Year 2, standards are slightly below average overall. In Years 3 to 6, children make satisfactory overall progress. However, at the age of eleven, standards are below average, especially in mathematics. This was a weakness identified in the previous inspection, and test data shows mathematics' standards below those in English. Standards in speaking, listening and writing are also below average. While the school has taken action to address weaknesses, this has not always been consistent. More remains to be done to ensure all children achieve the best they can in speaking, writing and mathematics.

The personal development of children is good. This is seen as a high priority for the school, which is successful in helping children develop a positive approach to exercise. Children have a good understanding of how to keep themselves safe and satisfactory opportunities exist to develop independence and take on responsibilities around school.

The quality of teaching and learning is satisfactory overall. Staff plan conscientiously for mixed-age classes, although at times, do not make fullest use of assessment information to provide the highest level of challenge for those of all abilities. While the curriculum is satisfactory, staff miss opportunities for children to develop their speaking skills in regular and planned discussions. This affects the progress made in other subjects. Enrichment activities are good.

Leadership and management are satisfactory overall. The headteacher values staff and children alike, and encourages colleagues to question what needs to be done to improve further. Staff work hard to provide a stimulating working environment. The role of staff in monitoring and evaluating the quality of planning, teaching and children' work is limited. Governance is satisfactory. While, at times, school self-evaluation is a little generous, the school has satisfactory capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 3

Children enter the Foundation Stage joint Nursery and Reception class with mixed but often very limited early learning experiences. While physical skills are as expected for their age, many have a very restricted vocabulary, lack confidence and struggle to communicate their thoughts and ideas. Early mathematical skills and their knowledge and understanding of the world are also below expectations for their age. The indoor and outdoor areas are attractive and stimulating, and staff care for the children well. Most settle happily and make satisfactory overall progress. Teaching and learning is satisfactory, although at times staff do not expect enough of children. Curriculum planning is satisfactory and covers all appropriate areas of

learning. However, it does not always focus well enough on developing a more mature and expressive vocabulary, or on early writing. Leadership of the Foundation Stage is satisfactory, although monitoring of planning and the quality of teaching lacks evaluative rigour in identifying areas for further improvement.

What the school should do to improve further

- Provide more opportunities from the Foundation Stage onwards for children to develop a wider vocabulary in order to improve their writing.
- Raise standards in mathematics by providing more opportunities for children to develop the skills to solve problems with confidence.
- Make full use of all assessment information to match the level of challenge to children's abilities.
- Extend the opportunities for staff to monitor and evaluate rigorously the quality of planning, teaching and learning across the school.

A small proportion of 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

Children enter Year 1 with skills, knowledge and understanding that are below expectations for their age. Because their speaking and listening skills are limited, many struggle to express their ideas, which limits their subsequent progress. This particularly affects the quality of writing, which is below average throughout the school. Overall, children read to a slightly better level, not only because early reading skills are taught in a consistent manner, but also because parents support their children in reading at home. The previous inspection identified that standards in mathematics needed improvement across the school. National tests and assessments indicate standards have consistently been below those in other areas. While the school has taken action to address this issue, it has not been sufficiently focused to bring about improvement, and children lack the confidence to solve problems. Progress across the range of subjects is satisfactory overall and in Years 2 and 6, this is good. However, progress is inconsistent, because teaching does not always demand enough of all children. Boys and girls, and those with specific learning difficulties, all achieve satisfactorily.

Personal development and well-being

Grade: 2

Children enjoy school. Several say they miss school during holidays and that there is little they would change. Spiritual, moral, social and cultural development is good and children develop an understanding of right and wrong and an awareness of the needs of others. Children's behaviour is good. Most get on well together, say they feel safe and think there is little bullying. Many develop a strong interest in physical activity through swimming on a regular basis and learning skills in a good range of sports. However, there remains more to do to convince children and their parents of the benefits of healthy eating. Children develop a satisfactory range of skills that help them equip themselves for the future, although some lack confidence. Several children are keen to take on further responsibilities in and around the school, including developing the role of the school council further.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning is satisfactory overall and with some good features. Staff work closely together to form an enthusiastic team who are particularly effective at encouraging and rewarding children's efforts. Teaching assistants are very experienced and skilled in supporting those with additional needs, including those who find learning hard and those with emotional difficulties. The management of children is good, which ensures lessons are conducted in a calm and purposeful manner. The planning of activities is satisfactory overall, although sometimes lacking a sufficient focus on the development of basic communication skills. This results in staff missing opportunities for children to discuss what they are finding out, which limits the development of a wider vocabulary.

Curriculum and other activities

Grade: 3

A main strength in curriculum provision is how staff enrich learning through a very stimulating range of visits that include residential activities for Key Stage 1 and 2. There is a good range of enrichment activities, including Spanish from Reception onwards and sports coaches taking physical education lessons. This is extended through very good after-school sports activities. There is a satisfactory emphasis on the development of literacy and numeracy skills. The school has also maintained a focus on the development of skills in all other curriculum areas including design and technology and art. There are good examples of work linked to real-life situations and children's interests, particularly in Years 1 and 2. The school has recently made the development of problem solving skills a priority, but such work has not yet made a major impact on standards. The use of commercially produced materials does little to interest children or stimulate problem solving and recording skills.

Care, guidance and support

Grade: 3

While the overall care, guidance and support of children is satisfactory, the pastoral care of children is good. Staff know and look after everyone well. The school works very effectively with a wide range of external agencies supporting sometimes troubled children and their families. There are good procedures to safeguard the children. Feedback to them of what they have to do to improve through targets and the marking of work is satisfactory, and particularly effective in Year 2. Well-considered rewards and sanctions provide a clear framework to support good work and behaviour. Assessment procedures are satisfactory overall. The school is able to track the progress made at regular intervals including the use of 'visual maps' that make it easy to identify the exact progress made during a given period. While there are good examples of work carefully planned to match the ability of children, not all staff make fullest use of all the information available to challenge groups of different ability.

Leadership and management

Grade: 3

The headteacher has a clear vision for school improvement and works effectively with the deputy headteacher to identify and pursue areas for development. Teachers and support staff work well together as a team. Staff have an honest awareness of what works well and where improvements are needed, although formal self-assessment is somewhat generous. Subject leadership is satisfactory. Staff leading mathematics and literacy analyse assessment data well and use this to identify what specific skills need improvement. However, there have been few opportunities to work with colleagues. There is also limited time allocated to monitor and evaluate planning, teaching and samples of children's work, in order to identify the inconsistencies that occur. Governance of the school is broadly satisfactory, but governors are dependent on the headteacher for information and have not found out at first hand enough about progress and the curriculum.

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Annex A

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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

18 April 2008

Dear Children

Inspection of Newstead Primary School, Nottingham NG15 0BB

Thank you very much for looking after me when I visited your school recently. I really enjoyed meeting you in lessons, at lunchtime and when I spoke to the school council. I think the school provides a satisfactory quality of education for you all.

These are some of the best things I found about your school.

- The teachers and support staff work well together to ensure you enjoy your time at school and get on well.
- You understand the importance of physical exercise and enjoy the wide range of sports activities.
- Your behaviour is good and most of you try hard with your work.
- There is a very good range of out of school activities including visits.
- Staff look after you well and work with other people from outside of school to make sure you are safe and happy.

This is what that I think should be improved.

- Teachers should give you more chance to learn to use interesting words in your speaking and writing.
- Maths activities could be planned to give you a better chance to solve problems.
- Staff could use information from tests and assessment to make sure all your work is just hard enough for you all.
- The headteacher and staff could check planning, lessons and your work regularly, to make sure you make enough progress.

To help your school, please try to join in discussions more, and remember to eat healthily.

Yours sincerely

Sue Hall Lead inspector