

Newdale Primary School

Inspection report

Unique Reference Number	133300
Local Authority	Telford and Wrekin
Inspection number	316069
Inspection dates	11–12 December 2007
Reporting inspector	John Eadie

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	4–11
Gender of pupils	Mixed
Number on roll	
School	221
Appropriate authority	The governing body
Chair	Beryl Mason
Headteacher	Nick Renshaw
Date of previous school inspection	1 July 2004
School address	Marlborough Way Rock Road Newdale Telford TF3 5HA
Telephone number	01952 387720
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Newdale Primary School was opened in 2002 to serve an area on the edge of Telford in which there are pockets of significant deprivation. The school moved to its present site in April 2003. Numbers have increased and are still increasing rapidly with pupils joining in all year groups from 49 other schools. The proportion of pupils with learning difficulties and/or disabilities is higher than average. There is a Children's Centre with a nursery on the same site as the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. Parents feel that the headteacher and staff do a great job. Typical of the comments received from them were, 'Our child has a very happy and positive opinion of school and is thriving socially and academically...', 'The whole staff make a fantastic team, who are always supportive to individuals' needs ...', 'The school is a cheery, happy environment.' The root of the success of the school is the exceptional leadership of the headteacher, very ably supported by all staff and, in particular, the skilful and enthusiastic leadership team. The management of change, with the school growing almost daily, has been especially successful. Excellent procedures ensure that new pupils and staff are quickly made to feel that they are an integral part of the school. One of the key strengths of the school is the exceptional care and support it provides for each individual. Every pupil and family are extremely well known by staff and any potential problems are thus picked up early so that pupils' learning is not adversely affected. The extremely good work of the learning mentor in helping pupils solve their problems is also highly valued by parents. First rate care extends to pupils with learning difficulties and/or disabilities. Every effort is made to ensure that these pupils enjoy the full range of activities on offer and help them make the same progress as their classmates. Excellent procedures for keeping a check on pupils' progress ensure that any potential underachievement is picked up and addressed early. However, targets set for pupils to improve their work are not so good and teachers are therefore less able to give very clear guidance when marking pupils' work. Pupils are developing extremely well into responsible and caring young citizens. Particular strengths are the contribution they make to the running of the school, where the school council works effectively to help make improvements. Through this and their heavy involvement in charity fundraising, pupils learn to contribute a lot to the immediate and wider community. One of these charity links with a school in Tanzania also effectively raises pupils' awareness of other cultures. However, pupils are not so aware of the wide range of cultures represented in our own society. Children start in Reception with levels of skills and knowledge well below those expected. They make excellent progress during their time in Reception due to the outstanding provision made for them. Most pupils joining the school at a later stage are well behind where they should be for their age and this lowers the school's results in national tests. However, the high quality care, guidance and support that all individuals, including those new to the school and those with learning difficulties and/or disabilities receive, ensure that progress and achievement are excellent. This enables pupils to move from the well below average levels of attainment when they join the school to average standards by the time they leave. A significant and increasing proportion also reach the higher levels in English and science. The rapid progress made by pupils is brought about by top quality curriculum provision and excellent teaching that ensures work is precisely tailored to the needs and interests of all pupils. The excellent work of teaching assistants also ensures all individuals and groups receive the support they need. Although standards are average, pupils do not do as well in mathematics as in other subjects. This is partly because fewer of them reach the higher levels in mathematics than in English and science. Bearing in mind the rapid progress made in already establishing a highly effective school and the tremendous team ethic evident in the drive for improvement, the school is extremely well placed to continue its forward movement.

Effectiveness of the Foundation Stage

Grade: 1

Children make an excellent start in Reception. They join with levels of skills and knowledge well below those expected, especially in their language development, their knowledge and understanding of the world, and their physical and creative development. They make excellent progress during their time and a large majority reach the expected levels in most areas of learning by the time they move into Year 1. Very good records are kept of their progress and these show that even the children who start in January almost catch up their classmates by the end of the year. A wide range of activities is planned for these children, who are encouraged to develop independence at an early stage and often plan their own activities and review their learning afterwards. The effectiveness of teaching and leadership of the Foundation Stage is recognised by the local authority in the use of the manager as a lead teacher.

What the school should do to improve further

- Raise standards, particularly in mathematics, by ensuring that teachers consistently provide work in lessons that challenges pupils of all abilities, but especially the more able.
- Ensure that pupils know what they need to learn next to improve and that teachers always use these targets when they mark pupils' work.

Achievement and standards

Grade: 1

Pupils make excellent progress and this progress is helping them to catch up from their well below average starting points. Although a few are still not reaching the standards they could as they have not been in the school for long, achievement is outstanding. Standards reached by the time pupils leave are average. The school has worked hard to raise standards in English and this is reflected in these standards being higher than those in mathematics. Initiatives have been put in place to address weaknesses in mathematics, but a few pupils are not moved on quickly enough in this subject. Pupils reach above average standards in music with almost all of them learning the recorder and many learning other instruments.

Personal development and well-being

Grade: 1

Pupils thoroughly enjoy coming to school as can be seen by their improving attendance and their involvement in lessons and in the wide variety of cultural activities provided for them. Their strong social awareness is evident in their understanding of the importance of working together, showing mutual respect and care for each other. They are confident, outgoing and welcoming. Pupils are good at keeping themselves fit and healthy while at school. For example, they are involved in a wide range of sports activities and usually eat the right sorts of food and drink water regularly. Pupils say bullying is rare and is dealt with quickly and effectively. They value the care shown to them by both adults and other pupils when they are feeling unhappy. They feel there is always an opportunity to 'tell someone their worries'. As a result, they feel safe and secure. Behaviour is good. Pupils have a well developed moral awareness and the school council takes an active role in encouraging everyone to behave well and work as a team. Pupils take their responsibilities in school and in the wider community extremely well and the school council is proud of its achievements. Pupils regularly lead assemblies and organise fundraising activities for charity. Older pupils support younger ones by leading playground

games and helping them with their reading. Pupils are articulate and confident in their relationships with adults. The excellent progress they make with acquiring key skills, especially in information and communication technology (ICT), and in planning and decision making are providing them with outstanding preparation for their future.

Quality of provision

Teaching and learning

Grade: 1

Teaching is exemplified by outstanding relationships based on mutual respect and, as a result, children show very positive attitudes towards their learning. Teachers work extremely hard to provide a wide variety of fun activities where pupils can experience a range of learning styles. They have high expectations and usually provide good levels of challenge for every ability group, with teaching assistants providing very good support. As a result, all pupils are engaged. There are occasions, however, when teachers fail to send pupils to activities soon enough to enable all pupils to start a task quickly. Outstanding use of ICT in the classroom enables pupils to develop planning skills and for their work to be displayed on interactive whiteboards enabling pupils to evaluate their own and each other's work. The use of homework is exemplary, with tasks carefully planned to cater for a variety of learning styles and to enable parents to be closely involved in supporting these activities.

Curriculum and other activities

Grade: 1

The school has taken great care to design a curriculum that caters precisely for the needs and interests of the pupils. Excellent opportunities for enriching learning through a wide range of visits and visiting experts are planned that fully engage and heighten pupils' interest in every topic studied. Pupils' learning is also significantly boosted by the wide variety of extra-curricular activities in sport, music and drama. The activities are very well attended, partly because the school responds to requests by pupils for clubs such as making scrap books and working with construction kits. Pupils' emotional and social development are addressed extraordinarily well through the programme for personal, social and health education and assemblies, where children are encouraged to participate and gain confidence in self expression. A particular strength of this programme is the emphasis on positive relationships and sharing worries. The provision for pupils with learning difficulties and/or disabilities and for the able and talented is exemplary, ensuring that all receive individually planned programmes of study and support. The able and talented have access to a wide range of activities that enrich their experience and develop their abilities.

Care, guidance and support

Grade: 1

The school provides outstanding care for its pupils. Adults lead by example in the way they relate to pupils and, as a result, relationships are based on warmth and respect. Safeguarding and child protection procedures are robust. The care of, and support for, vulnerable children and their families extend beyond school in partnership with a variety of agencies. The learning mentor gives outstanding support and a listening ear and personal support for pupils who need it. Pupils are supported extremely well in their acquisition of social skills through a variety of activities. Those with learning difficulties and/or disabilities receive outstanding support

enabling them to progress at the same rate as their classmates. Transitions are managed well and pupils are prepared well for the move to their next school. Academic guidance is thorough, enabling teachers to plan their lessons effectively and to provide early intervention and support for those pupils who require it. Setting targets for pupils' next steps in learning are in place in reading, writing and mathematics, but are at an early stage of development.

Leadership and management

Grade: 1

The effectiveness of leadership and management is reflected in the way the school has progressed so rapidly and is now extremely popular with parents in the area because of the high quality education and care provided. The headteacher has created a first rate leadership team, whose differing talents are used extremely effectively. Teamwork is evident throughout the school, as one parent commented, 'Teachers, teaching assistants, dinner ladies and cleaners all support one another, it's like visiting another family.' A very accurate picture of the school's strengths and areas for development has been created through very thorough processes of monitoring, with all staff and governors playing their part. However, governors recognise that they are not sufficiently involved in first hand monitoring, relying too much on what they are told. Despite this, they provide excellent expertise, support and challenge for the school. The school sets very challenging targets for development, including ambitious targets for pupils' progress, and is successful in achieving these.

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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?	1
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?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	1
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	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
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	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

- 13 December 2007 Dear Pupils Inspection of Newdale Primary School, Telford TF3 5HS Thank you so much for welcoming Mrs Davis and me to your school recently. We particularly enjoyed your school council assembly and the way you are trying hard to make sure everyone behaves well. It was good to hear you tell us how much you enjoy school. We were not surprised as it is an outstanding school. We think that these are the best things about your school.
- All adults look after you extremely well.
- You make a really good start in Reception as there are so many exciting things planned for your learning.
- The school plans really interesting things for you to learn and you have lots of trips out, visitors to the school and after school activities which make your learning more exciting.
- Your headteacher and teachers have excellent plans to make the school even better.
- You are developing well into responsible young people and we are really impressed with the way you show your concern for others by raising money for charities.
- You are making excellent progress because teaching is outstanding. We have suggested that these things could be improved.
- The standards you reach in maths are not as good as those in English as you are not always moved on to more difficult work quickly enough.
- You are not always told exactly what you need to learn next to do better and teachers sometimes do not show you how to improve when they mark your work. You can help by asking your teachers how you can improve your work. Keep up the good work! Yours sincerely
John D Eadie Lead inspector

13 December 2007



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Inspection of Newdale Primary School, Telford TF3 5HS

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You can help by asking your teachers how you can improve your work. Keep up the good work!

Yours sincerely

John D Eadie
Lead inspector