

Newton Burgoland Primary School

Inspection report

Unique Reference Number	119953
Local Authority	Leicestershire
Inspection number	327160
Inspection dates	17–18 June 2009
Reporting inspector	Chris Kessell

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	66
Appropriate authority	The governing body
Chair	Mrs J Thorpe
Headteacher	Mrs Sue Ward
Date of previous school inspection	20 March 2006
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Introduction

This pilot inspection was carried out by one additional inspector. The inspector visited eight lessons, and held meetings with the headteacher, staff, governors and pupils. He observed the school's work and looked at documentation including data on the progress and standards achieved by all pupils, individual education plans of pupils with learning difficulties, minutes of governors' meetings, external monitoring evidence, pupils' work and 23 parental questionnaires.

The inspector reviewed many aspects of the school's work. He looked in detail at the following:

- whether the school's view that pupils' attainment, learning and progress, and achievement are good could be substantiated
- whether there are any differences in performance between boys and girls
- key features of the most successful teaching
- pupils' cultural development.

Information about the school

The school is smaller than average. Most pupils are from White British backgrounds and the percentage with learning difficulties and/or disabilities is below average. Children in the Reception Year, who form part of the Early Years Foundation Stage, are taught with Year 1 and 2 pupils. There has been significant staff turnover since the school was last inspected. During the inspection, most pupils from the Year 5 and 6 class were on a residential visit.

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

Main findings

This is a good school. Children get off to a good start in the Early Years Foundation Stage. They continue to learn well, making good progress as they move through the school. The parent who commented that, 'My child enjoys education and is progressing well,' was accurate in their assessment. This is the result of good teaching and rigorous strategies to track how well pupils are doing in relation to their starting points. Although pupils are making good progress overall, they tend to learn more quickly in reading and writing than they do in mathematics. Historically, girls have often done better than the boys, but this has now been successfully addressed.

Pupils are friendly, polite and exceptionally well behaved. In lessons they are enthusiastic learners and keen to do well. This is a result of the high expectations set by the school, not only with regards to the pupils' academic performance, but also their behaviour. Pupils are keen to talk about their activities and work well independently, in pairs and in larger groups. It is noticeable on entering classrooms, how enthusiastic pupils are in their learning. The teachers must take credit for this. They prepare lessons that are interesting and exciting and have a good understanding of pupils' individual needs. Classrooms are colourful and stimulating, and lessons move along at a good pace. As one parent commented, 'The school is an imaginative and creative place to learn.' Pupils talk confidently about their work and the targets that they are trying to achieve. Although there are occasions when teachers' marking is particularly good at informing pupils on how to improve their work, this is not always the case, especially for the older pupils.

Pupils talk about the school with pride. They acknowledge that it is fun and that they feel safe and secure. Pupils get on well with each other and show respect for other children who have different beliefs or come from different backgrounds. Although there is a strong sense of 'community' within the school and there are effective links with other organisations within the village, opportunities for pupils to meet with others from beyond the immediate community are more limited.

Over the last few years the school has begun to improve noticeably. The headteacher has been instrumental in ensuring that this has happened and a number of parents commented on how the school has moved forward. She has a very accurate understanding of what the school does well and what needs to improve. Good attention has been paid to ensuring that pupils' learning and progress has been more consistent. Consequently, standards are improving. These developments indicate that the school has a good capacity to get even better.

What does the school need to do to improve further?

- Ensure that pupils make the same rate of progress in mathematics that they do in reading and writing.
- Improve the guidance offered to pupils through teachers' marking, particularly in Years 5 and 6.
- Provide more opportunities for pupils to meet with other children from different backgrounds.

Outcomes for individuals and groups of pupils

2

Pupils' learning and progress have not always been as consistent as they should be. Greater attention is now paid to pupils' individual progress and regular checks are made to ensure that they are now making at least the progress they are capable of. Consequently, pupils achieve well in relation to their starting points and standards are above average overall in English, mathematics and science by the time pupils leave in Year 6. The rigorous attention paid to pupils' progress ensures that pupils with learning difficulties and/or disabilities make the same good progress as their classmates. Pupils' individual needs are supported well and teachers and non-teaching staff are particularly effective at supporting individuals and groups through their regular classroom interactions and support.

Pupils' knowledge of how to adopt healthy lifestyles is outstanding. Pupils of all ages talk confidently about the importance of eating healthily and taking lots of exercise. Pupils know that road safety is important living in rural communities and Year 6 pupils lead a road safety club. There is a sense of pride about the school and pupils see themselves as part of a large 'school family' where everyone's views and opinions are important and listened to. There is a strong sense of community and pupils are keen to take on responsibilities, whether it is helping with school lunches or participating in lively and interesting school assemblies. Pupils' excellent behaviour is a noticeable feature of the school and contributes significantly to the good learning that takes place. Years 5 and 6 pupils for example, behaved sensibly and maturely before leaving for their residential visit despite being very excited about the adventure ahead. Pupils' positive attitudes, teamwork and above average levels of basic skills ensures that they are well prepared for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
How well do pupils achieve and enjoy their learning?	2
To what extent do pupils feel safe?	2
How well do pupils behave?	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

To what extent do pupils adopt healthy lifestyles?	1
To what extent do pupils contribute to the school and wider community?	2
Pupils' attendance ¹	2
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
What is the extent of pupils' spiritual, moral, social and cultural development?	2

How effective is the provision?

Good quality teaching ensures that pupils learn and progress well. Teachers are ambitious for their pupils and have high expectations. Teaching assistants contribute effectively to the good learning that takes place. Lessons are well planned and teachers know their pupils well. Good attention is paid to individual needs because pupils' progress is tracked rigorously. Teachers' interactions with pupils are particularly effective in providing support when necessary and also additional challenge. Oral feedback to pupils as lessons develop is of good quality. Pupils have a clear understanding of how well they are doing or what they need to do to improve. This effective guidance is not always reflected in teachers' marking particularly for the older pupils in Years 5 and 6 who are capable of benefiting from further instructions on how to improve their work or how to move to the next stages of learning.

The school's good curriculum is organised well to ensure that pupils in mixed-age classes get a balanced curriculum. It is enhanced through additional activities such as well-attended clubs, visits out and visitors invited in. Older pupils run some of the clubs which include bird watching. The curriculum is particularly effective in developing pupils' good personal qualities especially through the school's personal, social and health education programme. Pupils from Reception and Years 1 and 2 for example, were observed playing well-known games as part of their work on 'making choices'. Their behaviour was exemplary as was their working together. Currently, subjects tend to be taught discretely and there is scope for them to be linked more effectively together. Pupils' literacy and numeracy skills could also be effectively developed in other subjects, particularly for the older pupils. Pupils are provided with good quality care. Those with learning difficulties and/or disabilities are well supported and pupils feel very safe in school knowing that there is always someone they can turn to if they have a problem or concern. Good attention has been paid to improving attendance with current levels above the national average.

These are the grades for the quality of provision

The quality of teaching	2
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school is a happy and exciting place to learn. Staff work well together and are ambitious for the pupils and the future of the school. There are high expectations and the needs of individuals are monitored very closely through rigorous and regular tracking. This has led to pupils making better progress overall and gaps between boys' and girls' learning have been closed. The headteacher has been outstanding in ensuring this greater consistency in pupils' learning and progress and improving standards. Good attention has been paid to specific areas. For example, strategies to improve reading and writing have been successful and appropriate attention is now being paid to mathematics. Governors rightly are proud of the direction the school is taking and are very supportive. They are robust in ensuring that pupils and staff are safe. At the time of the inspection, all safeguarding requirements were fulfilled. Governors engage with parents and pupils but at present these processes are either too new or not rigorous enough for them to respond quickly to their views or any concerns that they might have. The school is developing a strategy for community cohesion but it is in its early stages. Equality of opportunity is promoted well. The school community is strong and very harmonious and is good at reaching out to members of the local community for example, the local church. However, links further afield are more tenuous and at the very early stages of development.

These are the grades for leadership and management

The effectiveness of leadership and management in communicating ambition and driving improvement	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Provision for children in the Reception Year is good. It enables them to make good progress in relation to their starting points. Attainment when children start school varies year-on-year because of the small numbers of children. For the current children in Reception, their skills and understanding on starting school were similar to those expected for children of a similar age. Because they have made good progress across all areas of learning, they are on target to achieve above average standards by the time they enter Year 1. However, the picture is not always the same and children in the previous two years started school with skills lower than the levels expected. Activities are well planned and tailored to children's different abilities

and needs. For example, a few higher-attaining children now work with Year 1 pupils because they are ready to start the National Curriculum. Children are very confident and love to explain what they are doing. They enjoy activities outdoors but access to this area is problematic because of the position of the outdoor area and access to the classroom. The school is aware of this issue and outdoor provision is being developed further during the summer break. Outdoor activities are not always challenging enough for all children.

Children's behaviour is excellent. They play and learn well together and with the adults who look after them. Questioning is used well to engage children in activities and to challenge their thinking and understanding. Good care is taken of the children and regular observations are undertaken of them working and playing together so that their progress is monitored carefully. The provision is managed well. Specific attention is paid to the different strengths and weaknesses of each year group so that the Early Years Foundation Stage curriculum can be adapted accordingly.

Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2
Overall effectiveness of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of parents are very satisfied with the school and typical comments include, 'My child loves coming to school,' and, 'There is a wide range of activities and welfare is paramount.' A small minority of parents raised concerns about communication. This was reviewed by the inspector who concluded that the school's procedures for communicating with parents are typical of those found in the vast majority of primary schools.

Ofsted invited all the registered parents and carers of pupils registered at Newton Burgoland Primary School to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspector received 23 completed questionnaires. In total, there are 46 parents and carers registered at the school.

	Always	Most of the time	Occasionally	Never
Overall, I am happy with my child's experience at this school	15	12	3	0

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Achievement:	the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



19 June 2009

Dear Pupils

Inspection of Newton Burgoland Primary School, Coalville, LE67 2SL

Thank you so much for welcoming me and being so helpful and friendly when I visited your school. I hope the Year 5 and 6 pupils enjoyed their residential visit. I am sorry that I missed you but I did have a look at your work and the progress you have made over the last year.

You will not be surprised to know that you go to a good school. You make good progress and reach standards that are above average. Your progress in mathematics is not always as quick as that in reading and writing so I have asked the headteacher, staff and governors to take a look at this. You enjoy your learning, work hard and receive good teaching. Lessons are exciting and interesting. Your behaviour is outstanding and a credit to all. Your teachers know you all very well and are particularly good at supporting you and challenging you during lessons. There are times when they could provide you with more information in your books on how to improve your work, especially for those of you in Years 5 and 6. This is something else I have asked the school to look at.

I was very impressed at how well you all get on with each other, especially when working in groups in class or listening to each other's ideas. You are all very respectful and polite and it was so good to see you all enjoying school so much. You do not always have enough opportunities to meet with children from different communities to yours so this is another area I would like the school to improve.

Thank you once again for being so friendly.

Best wishes for the future.

Yours faithfully

Chris Kessell
Lead inspector

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