

Newton Regis C of E Primary School

Inspection report

Unique Reference Number	125643
Local Authority	Warwickshire
Inspection number	328371
Inspection dates	16–17 June 2009
Reporting inspector	Nina Bee

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	Middle deemed primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	113
Appropriate authority	The governing body
Chair	David Brill
Headteachers	Maureen Wraight/Caroline Barnard
Date of previous school inspection	27 June 2006
School address	Austrey Lane Newton Regis Staffordshire B79 0NL
Telephone number	01827 830220
Fax number	01827830937
Email address	head3047@we-learn.com

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Introduction

This pilot inspection was carried out by one additional inspector. The inspector visited six lessons and held meetings with staff, governors, groups of pupils and parents. She observed the school's work, and looked at policies, internal and external monitoring evidence, school tracking data, teachers' planning and safeguarding documentation, and analysed 36 parental questionnaires.

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

- how well higher attaining pupils in the Early Years Foundation Stage and Key Stage 1 are challenged to do their best
- the progress of all pupils in writing and mathematics
- how well senior leaders contribute to improving pupils' progress and attainment.

Information about the school

Newton Regis is smaller than most primary schools. Most of the pupils come from outside the catchment area. Nearly all of them are White British. A few pupils come from Traveller families. The proportion of pupils identified as having learning difficulties and/or disabilities is average, although they are not equally distributed across age groups. The Early Years Foundation Stage consists of a Nursery which offers part-time places for six children and a Reception class. An on-site childcare provision is managed by external providers and was inspected separately.

Inspection judgements

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

Overall effectiveness

3

Capacity for sustained improvement

3

Main findings

Newton Regis is a welcoming school that makes satisfactory provision for its pupils. It is good at linking up with nearby schools and sharing their resources, which benefits all pupils. For example, pupils receive regular, good quality specialist teaching for information and communication technology. In addition, interesting visitors are invited into school and exciting visits are arranged. During the inspection, pupils in Years 3 to 6 excitedly got on the bus to go for an action-packed day in London. These activities particularly enrich pupils' personal, social and health education and successfully develop their personal and social skills. As a result, behaviour is good and, from an early age, pupils develop the idea that learning is important. Their understanding of the different cultures, religions and beliefs found in modern Britain and beyond is less secure. The pastoral care pupils receive is good. They know there is always someone to help them if they have a problem. Those pupils with specific needs are well catered for, enabling them to take part in all activities on offer.

Children get off to a good start in the Early Years Foundation Stage because they are taught well. School data show that during the last two years, the children in Nursery, who work and play closely alongside those in Reception, and those in Reception have made good progress. However, this has yet to impact on higher attainment at the end of Year 2. Learning and progress in reading, writing, mathematics and science are satisfactory in Years 1 to 6. While teaching is satisfactory overall, pupils often make better progress in Years 5 and 6 because they receive more lessons where teaching is good. Assessment information is not always used well to plan activities to pupils' different abilities, so they are not always sufficiently challenged. The monitoring of pupils' progress is satisfactory, enabling teachers and other staff to identify those pupils who need additional help. Teachers' marking is not always consistent and effective in showing pupils what they need to do to improve and reach their targets in English and mathematics.

Senior leaders, including subject leaders for English, mathematics and science, fulfil their responsibilities satisfactorily and are an effective team. However, their monitoring role, with regard to understanding how well pupils are doing in the school and in comparison with the national picture, is not as secure. Improvements since the previous inspection have been satisfactory, particularly a more extensive range of intervention strategies to improve basic reading, writing and number skills. Records clearly show that pupils make satisfactory and often good progress in developing

these necessary skills for the future. These successes, together with the school's accurate self-evaluation, show that the school has satisfactory capacity for further development.

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

What does the school need to do to improve further?

- Improve the quality of teaching so that all pupils learn well and are sufficiently challenged by ensuring that:
 - assessment is used more carefully to plan activities to accurately match pupils' abilities and needs
 - teachers' marking gives all pupils clear guidance on what they need to do to improve and reach their targets for literacy and numeracy.
- Improve pupils' knowledge and understanding of the cultural diversity and the different religions in modern Britain.
- Develop the role of the subject leaders for English, mathematics and science, so that their monitoring role is focused more sharply on improving pupils' progress and attainment.

Outcomes for individuals and groups of pupils

3

Pupils enjoy learning and usually work hard in lessons. When activities are interesting and stimulating all pupils are keen and eager to take part. For example, Year 5 pupils were seen working together effectively and with great enthusiasm as they learnt how to use ratio to solve problems in a numeracy lesson. Learning slows down when the whole class is given the same activity and when pupils are not given enough guidance to develop basic writing and numeracy skills properly, for example, when they are allowed to continually write letters and numbers incorrectly. Simple dictionaries and word banks are not always used effectively to improve spelling and this slows progress in writing. This is particularly the case for younger pupils in Years 1 to 4. Pupils with learning difficulties and/or disabilities make satisfactory progress. Pupils who attend from Traveller backgrounds are integrated quickly and easily and learn as well as their classmates in lessons.

Standards attained in English, mathematics and science are broadly average by the end of Year 6. Over the last six years, standards have varied considerably because of small numbers of pupils in different year groups and high proportions of pupils with learning difficulties and/or disabilities in some years. Almost half of the pupils in the current Year 6 have learning difficulties and/or disabilities. The school's data show that standards are below average in this current year group.

Pupils show a good awareness of the need to take regular exercise and eat healthily and keep themselves safe. Pupils in Year 2 speak confidently about why sun hats are

necessary and older pupils are knowledgeable about why they have to be careful when using the internet. Pupils take on responsibilities enthusiastically. For example, the school council and the Eco-group are developing a role in the running of the school and decision making. Younger pupils in Year 2 speak proudly of how important it is to help others who are not as fortunate as they are. They say it makes them feel good when they fill shoeboxes at Christmas for children overseas who do not have the toys they have. With their good personal skills and average basic skills, pupils are soundly prepared for their next school.

These are the grades for pupils' outcomes

Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	3
How well do pupils achieve and enjoy their learning?	3
To what extent do pupils feel safe?	2
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	2
Pupils' attendance ¹	3
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	3
What is the extent of pupils' spiritual, moral, social and cultural development?	3

How effective is the provision?

Lessons are well organised and resourced and pupils are keen and eager learners. Pupils particularly enjoy learning when the interactive whiteboards are used. These are handled confidently by adults and pupils and are regularly used effectively to reinforce and develop learning in lessons. Pupils appreciate the supportive comments that teachers write in their books. The best marking includes good written advice to pupils on how to improve and produce their best work. Pupils know they have targets stuck in their books but teachers' marking rarely promotes the importance of these targets by telling pupils how successful they are in achieving them or what are the next steps to take.

The satisfactory curriculum that is offered is enriched well by many exciting activities and different ways to learn. Older pupils speak enthusiastically about the residential visit that they go on where they learn to live, work and play alongside each other for a few days. Others enthuse about the wide range of out-of-school clubs that are offered to all ages. A number of pupils mention particularly how much they enjoy the Karate club. Intervention strategies are successful in helping those pupils who find it

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

difficult to acquire basic reading, writing and number skills. Nevertheless, the curriculum does not enable pupils to develop a clear idea of the culturally diverse society in which they live.

As a result of the school's caring environment and the strong focus on developing personal and social skills, the school turns out well-rounded individuals who are confident, polite and well-behaved young people. Pupils with specific needs, including those with behavioural problems, are well supported to enable them to make satisfactory progress and become valued members of the community.

These are the grades for the quality of provision

The quality of teaching	3
The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Everyone in the school works well together to improve pupils' personal development and are ambitious to improve pupils' progress and attainment. The school has correctly identified priorities in its school development plan to include improving pupils' performance in writing and mathematics across the school. Monitoring of teaching by senior leaders clearly shows that there is not enough good teaching in Years 1 to 6 to ensure that pupils make consistently good progress. However, recent improvements in this monitoring show that areas for improvement in teaching are now identified in all observations and are shared with teachers so that they understand what they need to do to accelerate pupils' progress. As a result, there has been a recent focus on boys' writing because they are not doing as well as girls.

Safeguarding arrangements are secure and, at the time of the inspection, fulfilled all statutory requirements. Pupils feel well looked after and have a good awareness of the potential dangers they may come across outside school. Governors are supportive and adequately informed of the work of the school. They have not got a clear idea of how well the school is doing in relation to pupils' achievement and their performance compared with the national picture. Despite the school having some good links with the local community, particularly the church, the school and governors are at the early stages of implementing an effective strategy to promote community cohesion.

These are the grades for leadership and management

The effectiveness of leadership and management in communicating ambition and driving improvement	3
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The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
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	3

Early Years Foundation Stage

Parents rightly say that induction procedures are good. As a result, children settle into the Nursery and Reception quickly and easily and thoroughly enjoy coming to school. When children enter Reception their attainment is generally at the levels expected for their ages. They achieve well in relation to their starting points, and recent standards are above average by the time they start in Year 1. Children are well behaved and quickly learn how to share and cooperate with each other as they learn and play. Teaching is good. Activities are well planned and there is a good range of those that are child initiated and those that are adult led. The secure and safe outside area is used effectively for learning. Outside, children confidently and excitedly make sculptures from leaves and twigs and things they had seen in their previous day's visit to the woods. One child said, 'Mine is a spider. It has eight legs.' Others worked well together as they programmed computerised toys to move in different directions. They were well supported by the teacher, who gave clear instructions and had high expectations regarding listening and completing the task. Children's progress is carefully tracked and their particular needs are well catered for. Children have good opportunities to develop basic number and writing skills. Consequently, they quickly become confident at making marks on paper as they begin to develop an idea of writing letters and numbers. Higher attaining children are challenged well but at times, average and lower attaining children are given too little guidance in helping them to develop correct letter and number formation. There are good arrangements to ensure children's welfare and personal development. The Early Years Foundation Stage is effectively led and managed. Strengths and areas for development have been well identified. Sessions run smoothly because all adults understand how these young children learn.

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

Most parents are supportive of all that the school does. Over half of the returned questionnaires had very positive comments about all areas of the school. Parents wrote about 'the lovely family atmosphere' and 'how their children love every aspect of school life, from the learning environment to the caring social network'. A few parents are dissatisfied, in particular with how the school deals with incidents of unacceptable behaviour. Policies were discussed with senior staff. School procedures were judged to be appropriate and effective.

Ofsted invited all the registered parents and carers of pupils registered at Newton Regis C of E 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 36 completed questionnaires. In total, there are 94 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	27	6	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.



18 June 2009

Dear Pupils

Inspection of Newton Regis C of E Primary School, Newton Regis B79 0NL

Thank you for making me so welcome when I came to visit you the other day. I really enjoyed talking with you and finding out about all the interesting things you do. I thought you were all polite and behaved well both in lessons and when outside. You go to a satisfactory school which has a number of things that are good.

These are the main things we found out about your school.

- The children in Reception and Nursery get off to a good start.
- You are all well cared for and looked after and the people who look after you at home agree.
- Teaching is satisfactory and sometimes good.
- I know most of you like coming to school because you told me so.
- Interesting visitors are invited into school and well-planned visits out make learning more fun. I hope those of you in Key Stage 2 enjoyed your visit to London.
- You are lucky to have so many out-of-school clubs to take part in. A few of you told me that the Karate club is really good.
- By the time you leave school, in Year 6, most of you reach standards that are similar to those of others of your age, and you make satisfactory progress.

We have asked the school to do a few things to improve the education you receive.

- First, make sure that teachers give you work that is not too hard or too easy so that you all learn well in every lesson. Second, to check that when teachers mark your work, you are given clear advice on what you need to do to improve and reach your literacy and numeracy targets.
- Improve your knowledge and understanding of all the different backgrounds and beliefs of people who live in our country.
- Make sure that leaders and managers for English, mathematics and science check more carefully how well you are doing.

Keep smiling and working hard.

Best wishes

Nina Bee
Lead inspector

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