

# Newfield Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	103815
<b>Local Authority</b>	Dudley
<b>Inspection number</b>	336167
<b>Inspection dates</b>	29–30 June 2010
<b>Reporting inspector</b>	Charalambos Loizou HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	364
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Stone
<b>Headteacher</b>	Mrs Angela Turner
<b>Date of previous school inspection</b>	24 January 2007
<b>School address</b>	Whittingham Road Halesowen B63 3TP
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 26 lessons and observed all of the 17 class teachers. They held meetings with governors, staff, groups of pupils and spoke to some parents and carers. Inspectors observed the school's work, the arrangements in place to safeguard pupils and looked at its improvement plan and self-evaluation, as well as assessment and tracking data that teachers use to monitor pupils' progress. Eighty-nine parent questionnaire returns were analysed as well as questionnaire returns from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent to which the school is raising attainment and accelerating the progress of pupils in writing across the school
- the consistency of the teaching and the extent to which the teachers plan lessons to meet the needs of all pupils, including those with special educational needs and/or disabilities
- the extent to which leaders and managers monitor the performance of pupils and staff to raise expectations so that all pupils reach challenging targets.

## Information about the school

This is a large primary school which has seen a number of changes to teaching staff since its last inspection. The vast majority of pupils in the school are White British and others come from a range of minority ethnic backgrounds with a very small number learning English as an additional language. The percentage of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is similar to most primary schools, although a much lower than average percentage has a statement of special educational needs. The main areas of need include moderate or specific learning difficulties, or emotional and behavioural difficulties. The school has, for the third time, achieved the nationally accredited gold level Artsmark as well as Healthy Schools status and the Activemark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Newfield Park has improved exceptionally well since its last inspection and provides a good education. Pupils demonstrate a zest for learning and enthusiasm for all that their teachers and support staff offer them. Parents are very positive, as one commented, 'I cannot praise Newfield Park highly enough, my child enjoys every minute and gets so much out of it,' a tribute that reflects the views of most parents.

Children join the Early Years Foundation Stage with skills and abilities that are just below those expected of four-year-olds. They make good progress in the Reception year and this continues through the school. By the time pupils leave at the end of Year 6 standards are above average, reflecting rapid improvements in recent years. This trend continues because of good teaching and highly effective leadership.

Pupils thoroughly enjoy school which is reflected in above average attendance, very good punctuality and outstanding behaviour. They achieve well in English, mathematics and science. However, there are relative weaknesses in the accuracy and structure of pupils' writing because in some lessons they are not given enough opportunities to write independently and at length, or time to edit and improve their writing. The most effective teaching is addressing these shortcomings, so that standards in writing are rising, but there is still more to do to sustain this in all classes and opportunities to extend writing activities to a broader range of subjects and topics. Teachers plan diligently so lessons are usually purposeful, engaging and lively, and they regularly share learning objectives so pupils are clear about the next steps in their learning. In some lessons, learning outcomes are not ambitious enough to incorporate sufficient extension work or have clear success criteria that will accelerate the pace of learning further. Those who find learning difficult, or have special educational needs and/or disabilities, are supported well and sensitively by highly skilled support staff. Teachers assess and monitor pupils' progress and performance accurately and the large majority of lessons build on pupils' knowledge and understanding. However, the progress of more able pupils in writing is not always tracked sufficiently by teachers to ensure that they all reach their expected targets.

Pupils are encouraged to be healthy and active and many participate in a good range of sporting, recreational and creative extra-curricular activities. They are also enterprising and show initiative. The school council is successful in representing pupils' views and ideas and there are good opportunities for pupils to support others or make suggestions to improve their school and local community. Staff and governors are very committed to pupils' all-round academic and personal development, which is reflected in the excellent care, guidance and support offered to pupils. The curriculum is stimulating and varied and pupils are offered many additional opportunities, including a range of visits and

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visitors that enhance and broaden their learning experiences, skills and talents. Many are learning to play musical instruments to a high standard, participate in the excellent choir run by some parents or take part in sports or an extensive range of creative arts. The headteacher and governors have been diligent and effective in recruiting new staff, as well as undertaking sharp and systematic monitoring of pupils' and teachers' performance. Well-devised training and support for all staff underpin the school's success and have brought about significant improvements to the quality of teaching and learning. The school is well placed to improve further and provides good value for money.

**What does the school need to do to improve further?**

- Improve pupils' writing skills to raise standards by:
  - ensuring that pupils write more extensively across a broader range of subjects and topics
  - providing more time in lessons for pupils to edit and improve their writing.
- Build on improvements made to the quality of teaching and the use teachers make of assessment so that:
  - pupils of higher ability are tracked and monitored more robustly to ensure that they all reach their targets
  - all lessons include learning objectives with sufficiently ambitious outcomes and clear success criteria for pupils to achieve.

**Outcomes for individuals and groups of pupils****2**

Attainment is improving rapidly as an increasing number of pupils in all year groups reach or exceed the levels expected for their age. Pupils are usually engaged and involved in their learning. They thrive on opportunities to reflect and learn, for example, through trial and error when solving challenging problems in mathematics. Pupils are active learners and are keen to answer questions or offer suggestions when working with partners or in groups. This was clearly evident in Year 1 when pupils came up with excellent ideas about a character's behaviour in a story. Pupils enjoy challenges and use their knowledge and understanding to generate ideas of their own when investigating or researching with other pupils. They are able to apply their core skills and broaden their understanding, for example, Year 6 pupils applied their knowledge of numbers skilfully and accurately when working out the timings of journeys using local Halesowen bus timetables. Pupils use their reading and writing skills or computers competently when researching facts and topics, although there are missed opportunities for pupils in some lessons to edit, self-correct or extend their writing. As a result, some pupils make slower progress in writing compared with reading.

Pupils who join with little or no spoken English or who have special educational needs and/or disabilities are well supported so they gain confidence and contribute to class discussions, answer questions independently and show initiative when working in

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groups. Careful tracking and assessment of pupils with special educational needs and/or disabilities has helped to accelerate their progress so they reach standards that exceed those of their peers nationally.

Most outcomes for pupils are good because of the highly effective care and support they receive. Pupils feel safe and behave exceptionally well. They adopt healthy lifestyles through eating balanced and healthy lunches, as well as taking part in a good range of sports and activities. Pupils' spiritual, moral, social and cultural development is good and is reflected well in the respectful and courteous way they treat each other and their knowledgeable consideration of different cultures and world religions, although there is scope to improve their understanding of British cultural and ethnic diversity. Pupils benefit from opportunities to accept even greater responsibilities as mentors, wet weather watchers and prefects. Playground pals are encouraged, with great success, to look out for other pupils.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teachers have responded positively to the strong support provided by the leadership

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

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team, resulting in much improved and consistent planning and assessment. As a result, teachers use a wealth of assessment data to plan work for different abilities, although some lessons do not provide sufficiently challenging work for the more able. Pupils respond positively and are making good strides because there is a positive climate for learning and a shared ethos amongst staff which encourages everyone to do well. This was clearly the case in some outstanding lessons when, for example, pupils in Year 5 improved their confidence in extending their writing using adjectives and adverbs, and Year 1 pupils were skilfully prompted to predict what happens next in a story because they were clear about the learning outcomes expected by the teacher and the success criteria to achieve these. Some lessons however, have broad learning objectives that are not specific enough for pupils to understand what is expected of them.

Teachers use interactive whiteboards well to focus pupils learning using illustrations, film clips or charts. The school has improved its curriculum which is having a positive impact on pupils' academic, personal, social and emotional development. The creative and performing arts are a particular strength and this is demonstrated in the high standard of artwork displayed around the school. There are good opportunities for pupils to link different subjects to broaden their experiences because teachers incorporate a range of interesting topics and projects. For example, during 'fair trade' fortnight, especially themed activities prompted older pupils to write to the management board of a leading supermarket chain questioning the company's commitment to fair trade, so extending their contribution to the local and wider community.

The outstanding care, guidance and support provided for pupils is carefully targeted to remove barriers for those who experience learning difficulties, including those whose circumstances cause them to become vulnerable.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## **How effective are leadership and management?**

The school has, in the main, accurately assessed most aspects of its work. Some cautious self-evaluation reflects the high expectations the headteacher and staff set for themselves as much has been achieved since the last inspection. There have been marked improvements to the leadership expertise of senior staff and teachers with management responsibilities as they undertake systematic monitoring of teaching and learning. This has contributed greatly towards an effective process of audit and review which has dramatically improved the consistency and quality of the teaching as well as

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raising expectations. Staff morale is high. The deputy headteacher and assistant headteachers lead by example and, together with some highly skilled teachers, oversee the support, development and training of teaching and assistant staff. Regular pupil progress meetings and shared planning between teachers reflect the school's commitment to equal opportunities for all pupils. There have been some lapses in the monitoring and support provided for more able pupils, although the school recognises this and much improved assessment data places the school in a stronger position to respond and improve in this area. Governors are committed and supportive and use a wealth of information and reports from staff to pose questions and challenge the school, although until recently, have been less inquisitive about the performance of different groups. Governors are linked to individual subjects, so liaise with staff who coordinate subjects, which is productive in helping them to evaluate and review the progress and performance of pupils and staff.

The headteacher and leadership team are very good at listening to, and acting on the views of pupils, parents and staff. This accounts for the high level of parental satisfaction and the tributes expressed by parents, pupils and staff in questionnaires. At the time of the inspection all safeguarding requirements were met. There are good arrangements in place to ensure that only suitable adults come into contact with pupils and procedures and policies are systematically reviewed. The school's contribution to community cohesion is good as the staff are increasingly checking performance and assessment data about different ethnic groups to judge the impact of the school's work on their achievement.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>



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## Early Years Foundation Stage

Reception children make good progress so that attainment is above that expected of five-year-olds in all areas of learning by the time they start Year 1. The staff provide a stimulating range of activities that broaden children's knowledge and understanding, laying secure foundations for their learning and development. The children settle quickly and make a good contribution to the setting when tidying away or getting themselves ready to play outdoors.

The children make good progress linking letters and sounds to words through songs, nursery rhymes and a wealth of story books. The staff are very skilled at making learning fun as the children 'dig for pirate treasure', make maps to guide them, so linking the theme of seasonal seaside activities to fantasy and treasure hunts. The teaching and support is sensitive and relationships are warm and trusting where each child is valued and rewarded for excellent behaviour and effort. Assessments are carried out although the frequency of these is not systematic enough to ensure that all children, particularly those of higher ability, are on course to reach predicted targets. Children explore and develop their physical and creative skills using different textures and through colour mixing, drawing and painting. Children benefit enormously from working in the well-resourced and exciting outdoor and indoor areas safely and productively. They have good opportunities to initiate their own ideas which improves their confidence and independence. The Early Years Foundation Stage is well led and managed and the staff work cooperatively ensuring there is a smooth transition between Reception and Year 1. All staff are very committed to their role in supporting and managing children's welfare and this is an outstanding feature of the support provided for the children by staff. There are positive relationships with parents although the staff do not optimise opportunities to engage parents in self-evaluation or seek their views on how best to continue improving provision.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
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 of the Early Years Foundation Stage	2

## Views of parents and carers

The large majority of parents and carers who returned inspection questionnaires hold positive views of the school. They believe that this is a caring and supportive school and are pleased with the progress their children are making. Inspection findings support

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these positive views. Despite a small number of concerns about the high staff turnover, many parents have commented that they have noticed significant improvements to the teaching and to the school in recent years.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newfield Park Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 89 completed questionnaires by the end of the on-site inspection. In total, there are 364 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	67	28	31	1	1	0	0
The school keeps my child safe	58	65	28	31	3	3	0	0
The school informs me about my child's progress	32	36	54	61	2	2	0	0
My child is making enough progress at this school	38	43	47	53	2	2	0	0
The teaching is good at this school	34	38	53	60	1	1	0	0
The school helps me to support my child's learning	32	36	53	60	4	4	0	0
The school helps my child to have a healthy lifestyle	34	38	50	56	4	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	40	45	41	46	2	2	0	0
The school meets my child's particular needs	38	43	48	54	2	2	0	0
The school deals effectively with unacceptable behaviour	27	30	52	58	5	6	1	1
The school takes account of my suggestions and concerns	30	34	49	55	4	4	1	1
The school is led and managed effectively	42	47	40	45	4	4	2	2
Overall, I am happy with my child's experience at this school	51	57	35	39	1	1	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



1 July 2010

Dear Pupils

Inspection of Newfield Park Primary School, Halesowen, B63 3TP

You were all so welcoming and the inspectors really enjoyed talking to many of you, including the school council who were very helpful. Inspectors have judged that you go to a good school. We were pleased with your excellent behaviour and the way you try hard and are polite and sensible in lessons and at other times. Your work, particularly artwork, is beautifully displayed around the school. You are making good progress in lessons and are now doing much better in English, mathematics and science because your teachers and support staff provide you with mainly good lessons and an interesting and broad curriculum. You have told us or written in questionnaires that your work is fun because of the opportunities you have to go on visits or learn interesting things, as well as undertake exciting art and design work, ICT, music and a good range of sports. The choir is excellent and inspectors were particularly impressed with the quality of the singing, including those brave solo artists who sang in front of the school during assembly. The headteacher and senior leadership team are continually improving the school and together with staff and governors have successfully made many improvements since the last time your school was inspected three years ago.

Your writing is improving well but inspectors have judged that some of you should be doing better so have asked your teachers to provide you with more opportunities to practise, edit and improve your writing in lessons and in more different subjects. We have also asked your teachers to make regular checks and assessments to ensure that all of you reach your learning targets and to ensure in all lessons that the work is not too easy or hard but challenges you a bit more.

You can all help too by carrying on trying hard and keeping up your good attendance by coming to school every day and on time. The inspectors thought that you were all really sensible, so keep it up. I wish you, your parents, staff and governors the very best and am so pleased to have met you all.

Yours sincerely

Charalambos Loizou

Her Majesty's Inspector

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