

Newhall Infant School

Inspection report

Unique Reference Number	112636
Local Authority	Derbyshire
Inspection number	337980
Inspection dates	6–7 July 2010
Reporting inspector	Krishan Sharma

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	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	272
Appropriate authority	The governing body
Chair	Charlotte Burton
Headteacher	Neil Loftus
Date of previous school inspection	13 March 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 12 teachers and made 24 classroom visits. Meetings were held with the Chair of the Governing Body, staff and a group of pupils. Informal meetings were held with a small number of parents who came to attend the school's sports days. Inspectors looked at some of the school's policies and procedures, pupils' written work and the tracking data used to monitor pupils' progress. Sixty-one completed parents' questionnaires were analysed as well as those completed by staff.

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

- targets for individual pupils and their effectiveness in improving pupils' work, particularly that of boys
- pupils' self-assessment skills
- the quality of monitoring and evaluation and the contribution of leaders at all levels and governors to the process.

Information about the school

This is a larger-than-average infant school. An overwhelming majority of pupils are of White British heritage. Very few belong to minority ethnic groups and none of them has English as an additional language. The proportion of pupils known to be eligible for free school meals is slightly below average. The proportion of those with special educational needs and/or disabilities is well below the national average. The school currently holds the National Healthy Schools status.

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?

1

The school's capacity for sustained improvement

1

Main findings

Newhall is an outstanding school, which has moved forward on all fronts since its previous inspection. Pupils and parents alike believe it is a happy and welcoming place, where all pupils flourish and achieve exceptionally well. Parents are extremely satisfied with what the school does for their children. One of them said, 'I would recommend Newhall Infant and Nursery school to anyone.' They value and appreciate the headteacher's sensitive leadership style, which they feel puts them at ease. Staff provide excellent care, and pupils always feel safe and secure as a result.

By the time pupils reach the end of Year 2, their attainment is high in reading, writing and mathematics and it has consistently remained so over many years. Most pupils make at least good progress from their starting points in Nursery, and later in Year 1. The big drive to improve writing is beginning to make a positive impact on the quality of writing in general, but on boys' confidence in particular. Targets for individual pupils are regularly set and most find them useful because they help them to learn. The teaching is outstanding. All pupils, including those with special educational needs and/or disabilities benefit from high-quality support and guidance. How pupils are prepared for undertaking self-assessment of their own work varies across the school. At its best, teachers make it clear what pupils should look for in their completed work and expect pupils to be able to explain what and how well they have learnt. The on-going conversation with pupils about their work is deep, and self-assessment is promoted in subjects other than literacy and numeracy. This good practice is not found in all classes. The school's outstanding capacity to sustain improvement is evident in the consistently high achievement and attendance. Pupils' behaviour is excellent. They have an impressive understanding of how to eat healthily and of the need to remain physically active. The school's self-evaluation is accurate and leaders at all levels are deeply involved in the process. Effective use is made of the findings to confirm the good practice that already exists and to move the school forward where there are relative weaknesses.

What does the school need to do to improve further?

- Strengthen pupils' skills in self-assessment by:
 - making it clear, at the start of a lesson and during the session, the evidence pupils should be looking for to assess their work
 - checking more often that pupils are able to explain what they have been doing and how well they think they have done

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- engaging pupils in a sustained dialogue to help them understand how to improve their work
- applying their developing self-assessment skills in all subjects.

Outcomes for individuals and groups of pupils

1

In lessons, pupils show a very strong willingness to learn and they concentrate on their work for longer periods of time. Their perseverance when they come across highly demanding tasks is remarkable. In one art lesson in Year 1, a group of pupils used wire and silver foil to recreate the sculpture 'Another Place' by Antony Gormley. Their excitement and intensity in building the framework and their attention to detail were beginning to pay off, as work of a high quality was beginning to emerge. An overwhelming majority of pupils make at least good progress and a significantly high number of them make outstanding progress across the school. Those with special educational needs and/or disabilities and those from minority ethnic backgrounds make at least good, and often better progress. Over the last three years, the end of Key Stage 1 attainment has been significantly above the national average in reading, writing and mathematics. The provisional national assessments for 2010 indicate that the school is on target to maintain its high achievement, at least in writing and mathematics.

As a result of the school's focus on and success with developing pupils' personal qualities, pupils are very confident in taking on responsibility on behalf of their classes or the whole school. Relationships are very positive and pupils get on extremely well with each other, in classrooms and around the school. They have a clear idea of what is acceptable and what is not and apply this to their conduct. They keenly learn about their own cultural heritage and their basic knowledge of other cultural traditions is developing apace. Pupils help others in the community and raise funds for good causes. The outstanding achievement in the basic skills and the strong personal qualities they develop at school prepare them exceedingly well for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1

¹ 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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Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Much of the teaching seen in lessons was outstanding. As a result of teachers' thoughtful planning and use of tailored resources, pupils are highly motivated and learn extremely well. Pupils who find learning difficult are extremely well supported because the adults are fully aware of their needs and prior learning. Teachers' explanations are clear and contribute to pupils' consistently high level of engagement. Most of the marking is precise, highly informative and often has pointers for the next steps in pupils' learning. Teachers' questioning is challenging and reflects consistency of high expectations across the school.

The school provides a curriculum that is inherently rich with practical and exciting opportunities. It provides a creative balance which caters for pupils' academic as well as personal development. The teaching of art permeates the curriculum and provides a remarkable set of opportunities to experiment with media and produce outcomes of high quality. There are extensive enrichment activities, some of which fully use the expertise available through the school's partnerships with other schools and organisations. Planning for the curriculum is very effective; it fully recognises and meets the needs of individuals and groups of pupils. For example, the planning for writing is making inroads into improving the quality of writing for boys, because it is tailored to their needs. Those with special educational needs and the gifted and talented pupils are very well catered for.

Pupils receive very high standards of care, guidance and support. This means that whatever the barriers to their learning, individual pupils and groups achieve very well. Staff make every effort to get to know every pupil as an individual. This deep knowledge about each pupil, by at least one adult in the school, gives them high levels of confidence that if they had concerns, they would be listened to. Links with parents and carers are highly valued and are nurtured systematically to give their children the best deal possible. Effective induction and transition arrangements ensure a seamless transfer to the next stage of education.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and his senior team have successfully given the school a strong sense of direction, which has made a discernible impact on the life of the school. Monitoring and evaluation are strong and their use reflects a determined spirit of self-challenge, which is fully embedded. Consequently, staff are always willing and ready to embrace new ideas. Middle leaders lead by example and help staff to realise the school's unqualified commitment to ensuring high-quality teaching and learning. The collection and analysis of data are regular and assist staff and senior leaders in tracking pupils' progress, setting challenging targets and the appropriate redeployment of resources. Governors are supportive of the school and, in general, know its strengths and relative weaknesses. Their capacity to influence the strategic direction of the school and their involvement in evaluating the work of the school are growing.

The school enjoys extremely positive relationships with parents and carers. They are kept exceptionally well informed about their children's progress, and the school prepares them well to support their children's learning at home. Partnerships with local services, local schools and sports organisations make a very good contribution to pupils' learning and enjoyment. The commitment to countering discrimination and promoting equal opportunities is abundantly evident in the outcomes for all groups of pupils and their access to the rich experiences offered during their time in school.

Safeguarding arrangements meet requirements and are regularly updated to ensure that their application remains of consistently high quality. More importantly, safeguarding is at the heart of all the school's work and everyone, including pupils, feel they have a contribution to make. The school makes a good contribution to community cohesion within the school, the local community and beyond. Its recent audit and subsequent action plan testify to its commitment. Early gains are already discernible in pupils' knowledge and understanding of cultural diversity around the world.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2

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The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Most children start Nursery with levels of skills that are below those expected for their age, especially in early literacy and numeracy. Most of them make significant gains across all areas of learning, particularly in their communication skills, and they show outstanding progress. As a result, they leave Reception with at least average attainment, with a good number achieving above that. They settle into the routines very quickly as a result of the effective induction and the very strong relationships between staff and parents. They are attentive to all adults and, more importantly, to the other children they play and work with. Their enthusiasm for learning is palpable because adults ensure that planned activities challenge all of them and present a highly stimulating environment for learning. Behaviour is impressive and contributes significantly to children's feeling of safety. Planning is thoughtful and provides exciting and varied experiences that inspire all groups of children to concentrate for long periods. Moreover, it ensures that children are given ample opportunities to exercise independence, which they enjoy, particularly when they take on different roles during their play. Adults take very good care of children and they enjoy their trust. Assessment is of a high quality as it is informed by close observations of children at work, in the classroom and outdoors. The joint leaders of the Early Years Foundation Stage are working very effectively. They have successfully created an environment where high expectations permeate all that the adults do. There are clear priorities which are rooted in the on-going rigorous self-review.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

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Views of parents and carers

Almost all the parents and carers who responded to the questionnaire are highly appreciative of the school's provision. They feel strongly that their children enjoy being at school and are happy. They are well pleased with the quality of teaching in the school and the progress their children make. There were very few concerns raised by parents. Parents' and carers' views of the school are very positive and the inspectors found overwhelming evidence to agree with them.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newhall Infant 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 61 completed questionnaires by the end of the on-site inspection. In total, there are 272 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	80	12	20	0	0	0	0
The school keeps my child safe	54	89	6	10	1	2	0	0
The school informs me about my child's progress	46	75	14	23	1	2	0	0
My child is making enough progress at this school	46	75	14	23	1	2	0	0
The teaching is good at this school	53	87	8	13	0	0	0	0
The school helps me to support my child's learning	47	77	13	21	1	2	0	0
The school helps my child to have a healthy lifestyle	46	75	14	23	0	0	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)	46	75	13	21	2	3	0	0
The school meets my child's particular needs	46	75	14	23	0	0	0	0
The school deals effectively with unacceptable behaviour	41	67	19	31	1	2	0	0
The school takes account of my suggestions and concerns	35	57	25	41	1	2	0	0
The school is led and managed effectively	51	84	9	15	1	2	0	0
Overall, I am happy with my child's experience at this school	52	85	9	15	0	0	0	0

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). 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



8 July 2010

Dear Pupils

Inspection of Newhall Infant School, Swadlincote, DE11 0TJ

Thank you for welcoming the inspection team to your school. We enjoyed looking at and talking about your work. You will be pleased to know that the team was very impressed with what it saw in the school during the inspection. In our judgement, you attend an outstanding school.

Here are some of the positive things about your school.

Most of you make at least good progress and some of you make excellent progress in lessons. As a result, the standards you reach by the time you are ready to move on to the junior school are high.

Teaching is outstanding and helps you to make excellent progress.

Your behaviour is excellent and you say you always feel safe at school.

You clearly know how important it is to eat healthily and you are very keen to take part in as many physical activities as possible.

You enjoy being at school and attend very regularly.

Your parents think very highly of the school.

Adults in the school take excellent care of you.

You care about others in the community and willingly do things to help.

Here are the things that the school needs to improve.

Teachers should teach you how to check your own work so that you yourself know how well you are doing - before your teachers tell you!

We wish you all the very best for the future.

Yours sincerely

Krishan Sharma

Lead inspector

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