

New Waltham Primary School

Inspection report

Unique Reference Number	117742
Local Authority	North East Lincolnshire
Inspection number	339070
Inspection dates	30 November –1 December 2009
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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	268
Appropriate authority	The governing body
Chair	Mrs A Parker-Saunders
Headteacher	Mr M Perry
Date of previous school inspection	8 March 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and held meetings with the chair of governors, staff and groups of pupils. Inspectors looked at some of the school's policies and procedures, pupils' written work and data collected by the school on pupils' attainment and progress. Ninety one completed parents' questionnaires received on time were analysed as well those returned by pupils and staff.

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

- Attainment and progress at Key Stage 1.
- Pupils' progress in English across the school.
- The school's monitoring of the quality of its teaching.

Information about the school

New Waltham is an average sized primary school. A very large majority of pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is considerably below the national average. The proportion of those who are entitled to free school meals is well below average. The school holds the Healthy School Award, an Activemark for sport and Investor in People. Additionally, it has gained an information and communication technology award in recognition for reaching a standard of maturity in its use of technology. The school premises are used for two childcare schemes which are not managed by the governing body. These settings were not inspected as part of this inspection.

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

New Waltham Primary continues to be a good school. It has successfully maintained the strengths identified in the last inspection and has securely built upon them. This means that it now has a proven good capacity to sustain improvement. Overwhelmingly, parents are very satisfied with what the school offers to their children. One appreciative parent summed up this view: 'I would not hesitate in recommending New Waltham Primary School to other parents.' The determined headteacher and the highly energetic deputy headteacher provide clear direction and continue to strive for excellence in pupils' academic and personal development. Attainment at the end of Key Stage 2 is above average and the progress made by most pupils is good. Pupils are very articulate and their competence in information and communication technology is strong. Boys do less well than girls, particularly in writing, but the school's recent actions are beginning to make a difference. The school continues to set challenging targets for itself and mostly achieves them.

Teaching is good. In most lessons teachers ask searching questions in order to challenge pupils' thinking, they communicate their intentions clearly and make useful oral comment on their work. However, their feedback through marking is not always as thorough as it could be. Occasionally, it does not clearly identify pupils' strengths, or weaknesses or what they have to do to improve their work. All teachers are committed to promoting pupils' self-assessment of their own work by establishing benchmarks for the successful completion of work in hand. It works well in many, but not in all, classrooms. The school regularly identifies pupils who need additional support and guidance, and successfully intervenes to ensure that these pupils make good progress. Behaviour is good and pupils have a good understanding of the need to adopt healthy lifestyles. They say they enjoy coming to school and feel safe. Their attendance is above average. The school enjoys very good relationships with parents and its communication with them is outstanding. It makes excellent use of local partnerships to broaden and enrich the curriculum and to improve pupils' enjoyment and learning.

What does the school need to do to improve further?

- Improve consistency in teachers' marking of pupils' written work by:
 - indicating clearly where pupils have done well and where they have made mistakes
 - pointing to what pupils can do next to improve their work against the benchmarks set for the work in hand

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- increasing opportunities for pupils to demonstrate that they can apply these benchmarks accurately themselves to assess their own work
- revisiting pupils' work to check that mistakes corrected are not being repeated
- seeking their views about how marking is helping them to learn better.

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

In lessons, pupils are keen to learn. Most of them work at a good pace and produce their best work. They are inquisitive and once a theme captures their interest, they want to know more. Often they put their reading, writing and information and communication technology skills to good use, particularly when working on cross-curricular themes. In all lessons observed, pupils demonstrated highly developed speaking skills. Attainment at the end of Key Stage 2 has usually remained significantly above the national average over the last few years. Pupils' current work seen in lessons, their written work and the school's own assessment data clearly indicate that Year 6 pupils are on target to maintain this pattern of attainment in English and mathematics, despite the dip in results for writing in 2009. Current attainment at the end of Key Stage 1, in all three subjects, is above average. The school's analysis of the dip in 2009 results for Year 2 indicates convincingly that many in this cohort had insecure basic skills on entry to Reception. The regular tracking of pupils' progress shows that most pupils, including those with learning difficulties and/or disabilities, make good progress.

Pupils say they feel safe and that teaching staff listen to their concerns. The school's achievement of Healthy School and Activemark in sport awards demonstrates pupils have a good understanding of the need to eat healthily and to take part in regular physical activity. Pupils behave well in and around the school. They are confident and keen to express their views on their life at school through surveys and through platforms such as the school council. Pupils demonstrate a strong desire for helping others in both the local and the wider community, and they willingly raise funds for good causes.

Well-developed social skills and pupils' above average competence in the basic skills, including in information and communication technology, prepare pupils well for the next stage of their education. They are very skilled in organising themselves when working in pairs and small groups and take responsibility for ensuring that others are included and are fairly treated. Attendance is above average and reflects pupils' strong satisfaction with what the school has to offer them. Pupils have limited understanding of cultures other than their own and the senior leaders fully realise that the school needs to do more to extend their knowledge and understanding in this area. Pupils are able to empathise with others, and their joy and delight when exploring different media in their artwork, for example preparing a podcast in an information and communication technology lesson or writing poems, points to their good spiritual development.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers successfully engage pupils in their learning and maintain their motivation. As a result, most individuals and various groups of pupils make good progress. Teachers make their intentions clear and link them to pupils' prior learning. They use a good range of questions to challenge pupils' thinking. Mostly teachers are adept in adjusting their teaching to meet the needs of different groups of pupils. Teachers use interactive whiteboards well to illustrate the finer points they want to make, at the beginning or during the lessons. Teachers' verbal comments during lessons are mostly evaluative and supportive, but the marking of pupils' written work is not always as thorough in all classes. This means some pupils do not fully understand where, and why, they are doing well, or what they can do next to improve their work. In many lessons, teachers are meticulous in establishing and sharing the benchmarks of success which pupils could use themselves in assessing their own work. Pupils' skills in applying these benchmarks vary across the school.

As a result of the recent priority given to improving assessment, it is now largely accurate. It also effectively informs teachers' planning and the school's management priorities. Currently, tracking data is used to identify individuals and groups of pupils who make less than expected progress. As a result, the school makes suitable interventions.

The curriculum is broad and offers numerous opportunities for cross-curricular work.

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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The links with other schools and external agencies provide a rich range of experiences that add to pupils' learning across many subjects. A good range of educational visits and visitors enrich the curriculum. Pupils say they receive good care at school, and parents share that view. The support for pupils who have specific needs is effective.

Occasionally, the deployment of teaching assistants is not as productive as it could be because they are not actively engaged in pupils' learning.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: 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?

Senior leaders relentlessly focus on raising pupils' academic standards as well as improving their personal development. In general, the school's self-evaluation is accurate, regularly identifies priorities for improvement and suitably informs actions that follow. The collection and analysis of data is robust. It is used to good effect to track the progress of individuals and groups of pupils and to set challenging targets; this ensures that most pupils make good progress. The monitoring of teaching has assured the school that it remains consistently good and continues to contribute to pupils' good progress. Even so, its impact on pupils' learning in lessons and in their written work is not always recorded. The governing body is supportive of the school and is generally aware of the school's strengths and weaknesses. The new chair recognises that governors have not been as thorough in engaging with the school to evaluate performance, as they need to be. The school meets the requirements for safeguarding children. Consequently, most pupils say – and their parents agree – that they feel safe in school.

The school enjoys excellent relationships with its parents, whose views it regularly seeks and values. The flow of communication between parents and the school, which includes the increasing use of electronic media, such as the school's website, e-mails and texts, is outstanding. Partnerships with other schools in the area, local services and community organisations are extensively well used for the benefit of all pupils. These links pay handsome dividends in helping the school to provide an outstanding provision for higher attaining pupils and those with special talents, particularly in the creative use of information and communication technology, mathematics and sport. As a result of the school's strong commitment to equal opportunities for all, it has already identified boys' performance, particularly in writing, as an area for immediate action. The recent actions taken by the school have begun to make a positive impact. The inclusive ethos, which is

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at the heart of what the school does, promotes a cohesive school community. It successfully reaches out to the local community and recognises the need to extend its reach to communities further afield with the same vigour.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	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	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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter Reception broadly at the skill levels expected for their age. Most of them, including those with additional needs, make good progress across all areas of learning because teaching is good and some of it is inspiring. By the time they leave Reception, most pupils are working well within goals set for them. Their communication skills grow at a rapid pace and are evident in the confidence with which they talk about their work. Children behave well and feel at ease with each other. Occasionally, during free-flow activities, some children become over excited and do not show sustained concentration. Often, this is due to unclear parameters set for them. Planning is good and offers an interesting range of activities for children. These have a good balance between those led by adults and those mainly initiated by the children themselves. Assessment is now accurate. Consequently, credible data is routinely collected and used to evaluate the work of the unit.

Effective arrangements are in place to ensure children's health and safety. Clear routines help them to settle quickly. There is a common sense of purpose to ensure that all staff get to know children well and help them to become independent learners. Links with parents are valued and used well to exchange mutually useful information. As a result, they have a great deal of confidence in the work of the Reception class. The current joint leadership and management provided by the leader of the Early Years Foundation

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Stage and the deputy head is working very well and fosters effective teamwork. Senior leaders have already embarked upon building leadership capacity within the unit for the future.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

An overwhelming majority of parents are extremely satisfied with the work of the school. They feel that their children enjoy being at school and are kept safe. They trust the leadership and management of the school. There were isolated concerns in eight out of the thirteen questions asked of parents, which did not form a pattern and were heavily counterbalanced by the very positive responses from the vast majority. However, the school would benefit from knowing that a very small number of parents expressed some concern about behaviour at school and the progress their children make. A very small number of parents also approached an inspector and expressed concerns about the excessive homework given to their children. Evidence collected during the inspection does not support those concerns. Parents and carers' views substantially reflect the inspection findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at New Waltham 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 91 completed questionnaires by the end of the on-site inspection. In total, there are 268 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	62	31	34	1	1	0	0
The school keeps my child safe	60	66	30	33	0	0	0	0
The school informs me about my child's progress	41	45	46	51	3	3	0	0
My child is making enough progress at this school	47	52	37	41	3	3	0	0
The teaching is good at this school	53	58	35	38	2	2	0	0
The school helps me to support my child's learning	49	54	39	43	1	1	0	0
The school helps my child to have a healthy lifestyle	49	54	39	43	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)	48	53	33	36	1	1	0	0
The school meets my child's particular needs	45	49	42	46	1	1	0	0
The school deals effectively with unacceptable behaviour	41	45	43	47	2	2	0	0
The school takes account of my suggestions and concerns	39	43	49	54	0	0	0	0
The school is led and managed effectively	55	60	34	37	0	0	0	0
Overall, I am happy with my child's experience at this school	53	58	37	41	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 inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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 pupils' 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.



2 December 2009

Dear Pupils

Inspection of New Waltham Primary School, Grimsby, DN36 4NH

Thank you very much for the warm welcome and all the help you gave us during the inspection of your school. We enjoyed talking to you and seeing you at work and at play. You will be pleased to know that in our judgement you attend a good school.

Here are some of the positive things we found out about your school.

- Most of you achieve high standards and make good progress because the teaching at your school is good.
- You say you feel safe and enjoy being at school, and most of you attend regularly.
- Your behaviour in and around school is good and you get on well with each other.
- You understand the value of eating healthily and are keen to take part in regular physical activity.
- You care about others in the community and are willing to do things to help.
- Your parents think very highly of the school and they receive excellent information from the school.

To improve your school further, I have asked those in charge and your teachers to work together on two things.

- Make sure that the marking of your work always shows you what you have done well and how you could improve it further.
- Regularly teach you to assess your own work, so that you know how well you have done before your teachers tell you!

Yours sincerely

Krishan Sharma

Lead Inspector

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