

Nathaniel Newton Infant School

Inspection report

Unique Reference Number	125513
Local Authority	Warwickshire
Inspection number	340783
Inspection dates	27–28 April 2010
Reporting inspector	Michael Pye

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	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair	Jason Arnold
Headteacher	Pamela Griffin
Date of previous school inspection	5 March 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 13 lessons, seeing all six teachers. A further five part lessons were visited. Meetings were held with pupils, governors, staff and the senior leadership team. Parents were spoken to and 44 of their completed questionnaires were scrutinised. Fifteen staff questionnaires were also analysed. Inspectors scrutinised the school's work and documentation relating to pupils' progress and attainment, and policies and records including those relating to health, safety and safeguarding, as well as curriculum and lesson planning.

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

- the quality of teaching in Key Stage 1 and whether it is delivering consistently good progress for all pupils, including high attainers
- the impact on pupil outcomes of the school's tracking of progress
- the quality of leader's monitoring of teaching and whether it has brought further improvement since the last inspection
- the quality and impact of leaders and managers at all levels
- whether the school's self evaluation is correct in identifying strengths in the Early Years Foundation Stage, the Every Child Matters agenda and the care, guidance and support for pupils.

Information about the school

Pupils in this smaller than average-sized primary school come from a predominantly White British background. An above average number of pupils are entitled to free school meals. A higher than average proportion of pupils have special educational needs or disabilities, the main group being those with moderate learning difficulties and /or speech and language problems. The proportion of pupils with a statement of special educational need is broadly average. Provision for the Early Years Foundation Stage is provided through two Reception classes. The school has been recognised nationally through the Healthy School's Award. A privately run nursery is situated on the school site and is reported on separately.

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

The school provides a good education. The determined headteacher has a very clear focus on what needs to be developed. Standards have gradually improved, as has the quality of the learning environment, and pupils behaviour is outstanding. Parents agree, one commenting that, 'There is a strong learning atmosphere in a happy environment.' Another wrote: 'I have been amazed at how well my child has settled in at school. She has become more confident and is developing well.'

Pupils' attainment at the end of Year 2 in 2009 was average. This reflects good progress for these pupils, including those entitled to free school meals, given their below expected entry levels. However, the number of higher grades in writing was below the national average. The pupils enjoy learning and teachers use a good range of activities and resources to motivate and enthuse them. While the quality of teaching is good and there are examples of very detailed marking and guidance for pupils, the use of assessment information to plan work that challenges pupils of different abilities is inconsistent. Teachers carry out good on-going assessment but not all questioning sufficiently tests the deeper knowledge and understanding of individual pupils. The teaching issues raised in the last inspection have been well addressed: pupils have a secure knowledge of what they are expected to learn, and the pace of lessons is good.

Pupils say they know an adult who they could approach if they had a problem. They make an excellent contribution to the community through a wide range of monitor duties, and when school councillors make decisions such as about playground furniture. Pupils sing in the community, entertain older adults during events such as the Remembrance assembly, and older pupils help the younger children. Although they speak publicly in assembly, opportunities in lessons are not maximised and pupils' progress slows.

The school monitors its work thoroughly. Its self evaluation is measured and it accurately judged the Early Years Foundation Stage, the Every Child Matters and care, support and guidance as strong elements of its work. Such clarity helps it to identify relevant development issues. Subject leaders produce action plans, although not all show clearly enough how their area of responsibility contribute to whole school development issues.

Improved standards reflect a good capacity to maintain improvement, as do other aspects of leadership. For example, the introduction of an effective pupil progress tracking system enables underachieving pupils to be quickly identified and the necessary support to be provided. The use of an excellent range of external partners benefits pupils and parents. A thorough community cohesion audit has helped the school to

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better understand the impact of its work in this area. It recognises the need to develop further national and international links. Good leadership and management in the Early Years Foundation Stage helps ensure that children achieve well. However, opportunities for children to easily access the outdoor area are insufficient and hinder their ability to play and apply their knowledge and skills in a different environment.

What does the school need to do to improve further?

- Improve attainment and progress, particularly in writing for higher attaining pupils through ensuring that all teachers:
 - plan effectively work that challenges pupils of different abilities
 - use challenging questions that further test pupils' knowledge and understanding
 - maximise opportunities for speaking and listening.
- Improve opportunities for children in Reception to have access to the outdoors throughout the day.

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

Currently, pupils' attainment is average and they make good progress, partly as a result of their very positive attitudes. This includes those few pupils from minority ethnic backgrounds. Pupils work well together, as demonstrated in a Year 2 phonics lesson where they collaborated to identify the correct spelling of words. They show enjoyment of learning, particularly when asked to use their literacy knowledge to identify the correct words during a game of hangman. They are motivated by challenge, such as when asked to solve problems in another Year 2 lesson using Venn diagrams.

Teacher assessments at the end of Year 2 in 2009 showed attainment in writing, reading and mathematics to be average. Writing was slightly weaker, mainly as a consequence of too few of the more able pupils, including boys and girls, gaining the higher levels. The data indicates no significant difference in the rate of progress of different pupil groups such as those with special educational needs and/or disabilities.

Pupils feel safe and have a good awareness of how to keep healthy, reflecting the work done for the national award. Activities such as team work and above average standards in information and communication technology (ICT) help ensures that they are well prepared for their future. Pupils' spiritual, moral, and social development is good but the school recognises that there are missed opportunities to further reinforce pupils' understanding of their own and other cultures.

These are the grades for pupils' outcomes

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

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
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	1
The extent to which pupils adopt healthy lifestyles	2
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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have good subject knowledge and use this well to develop activities that address the different learning styles of pupils. In a Year 2 lesson pupils were well motivated by an exciting and challenging mental mathematics starter while Year 1 pupils benefited from an imaginary end of lesson exercise that tested their recall of key mathematical vocabulary. Relationships in lessons are very positive and, consequently, the pupils want to get involved and give their views. Teachers have a wide range of assessment information available to them about pupils' standards, targets and progress. However, there are inconsistencies in the way that this is used to plan lessons and consequently progress slows. Marking is of a good quality, with pupils particularly benefiting from detailed feedback about their 'Big Write' work.

The curriculum is good with an emphasis on practical learning which motivate pupils well. Theme work, together with discrete lessons in ICT, gives pupils good opportunities to apply their skills and knowledge. Pupils particularly benefit from a number of good enhancement opportunities, for example in physical education, visiting artists, and a visit to the local fire station. As part of their extended services the pupils participate in a very wide range of after-school clubs; the school helps ensure inclusion of all through its Pathfinder Project. While there are good examples of planning in literacy and numeracy, not all plans show clearly enough where speaking and listening opportunities can be maximised.

The school cares for its pupils very well. The positive learning environment helps pupils to settle to work and to achieve. Teaching assistants work very well with individuals and groups. The school makes successful and substantial efforts to support pupils in

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attending regularly, although attendance remains average. Parents comment on the accessibility of staff at the start and end of the school day. While the school is developing a computerised learning platform, it has yet to fully exploit the use of modern technology to help aid communication with parents and carers.

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?

The degree to which adults, including subject leaders, share the drive for improvement is reflected in the way in which the new assessment methods in mathematics have been eagerly adopted. Also, continuing professional development is welcomed by all staff, including teaching assistants, as a means of delivering improvement. Regular pupil progress meetings with senior staff are ensuring that teachers are held more responsible for improving the academic performance of pupils in their lessons. The data collected enables the progress of different pupils groups to be tracked and helps support the school's commitment to equal opportunity. Well-embedded monitoring takes place although not all action plans use measurable success criteria against which progress can be judged. The monitoring of teaching helps ensure that teachers gain good feedback on how to improve their practice. On occasions, lesson observations concentrate too much on teaching techniques rather than on the quality of learning and the rate of pupils' progress.

Governance is good. Regular visits and briefings from staff help ensure that governors have a good knowledge, and can raise relevant questions of the school. Very appropriate attention is paid to ensuring that relevant safeguarding policies are in place and that procedures, such as safe-recruitment arrangements meet requirements. A very good range of partnerships with local schools benefit pupils. Especially close links with the on-site nursery, and with the adult and community learning organisation provides some excellent opportunities for basic skills training for parents and carers.

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

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	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
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 with skills below those expected for their age, particularly in literacy. They progress well because adults understand their needs and the children thrive in a safe and caring environment. Children choose from a rich selection of well-planned tasks and activities built around interesting themes, for example Growing. Sufficient time is given for them to explore and investigate. One group used magnifying glasses to observe tadpoles and then discussed the life cycle of a frog, resulting in highly motivated and enjoyable learning. Behaviour is exemplary and children willingly share and cooperate with each other. Adults skilfully support this learning through questioning. Currently, children access the outside learning area but it is restricted by the layout of the accommodation. They cannot choose to go outside independently, although they do have well-supervised sessions and equally interesting tasks and activities. Careful assessments through observations result in high quality learning journals. There are very good links with the on-site nursery and daycare centre, so transition is smooth and trouble free. Parents are well-informed and very happy with the provision. Children's safety and welfare are high priorities and procedures to assure their well-being are very effective.

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

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Views of parents and carers

Approximately a third of parents completed questionnaires. The majority are very supportive of the school, particularly praising the progress made by their children, and the provision of a safe and healthy environment. They believe the school is well led and managed. A very small minority had concerns over behaviour, although inspectors judge this to be outstanding. A few expressed some concern regarding the communication about progress and how they can support their child's learning. The school is looking into ways of improving this.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Nathaniel Newton 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 180 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	55	18	41	2	5	0	0
The school keeps my child safe	22	50	19	43	2	5	1	2
The school informs me about my child's progress	17	39	21	48	5	11	1	2
My child is making enough progress at this school	20	45	22	50	0	0	0	0
The teaching is good at this school	23	52	16	36	3	7	0	0
The school helps me to support my child's learning	20	45	17	39	6	14	1	2
The school helps my child to have a healthy lifestyle	23	52	18	41	1	2	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)	18	41	20	45	1	2	0	0
The school meets my child's particular needs	22	50	17	39	4	9	0	0
The school deals effectively with unacceptable behaviour	10	23	26	59	5	11	1	2
The school takes account of my suggestions and concerns	18	41	20	45	4	9	1	2
The school is led and managed effectively	21	48	20	45	1	2	0	0
Overall, I am happy with my child's experience at this school	29	66	10	23	3	7	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 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.



29 April 2010

Dear Pupils

Inspection of Nathaniel Newton Infant School, Nuneaton, CV10 0LS

Thank you for your kind welcome when we visited your school recently. You were eager to tell us about your school and we listened carefully to what you had to say. Like you, we feel yours is a good school.

There were many things we liked about the school. Your behaviour is excellent and you work very well together, co-operating and sharing resources well. Like you, we believe the teaching is good. This, along with your positive attitudes to work, helps explain why you make good progress and achieve standards expected for your age. Through your work outside the school and your willingness to help your teachers, we feel you make an excellent contribution to the community. A particular thanks to the school councillors who spoke to us and well done in your decisions about the playground furniture. We could see how keen you are to keep healthy, and you told us how safe you feel in school and how the adults care for you so well.

All the adults want the best for you and they, along with your headteacher, want to improve things even more. We have asked them to look at the following:

- make sure that you all get work that challenges you to do your best, that teachers ask you questions about what you know and give you more opportunities to speak in public
- make it easier for the children in Reception to play and learn outside

Thank you again for your help, and I wish you all the very best for the future.

Yours sincerely

Michael Pye

Lead inspector

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