

Newdigate Primary School

Inspection report

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| Unique Reference Number | 130896 |
| Local Authority | Warwickshire |
| Inspection number | 341053 |
| Inspection dates | 29–30 September 2009 |
| Reporting inspector | Paul Edwards |

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

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|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 231 |
| Appropriate authority | The governing body |
| Chair | Mr Robin Wilson |
| Headteacher | Mrs Chris Adams |
| Date of previous school inspection | 9 June 2007 |
| School address | Anderton Road Bedworth Warwickshire |
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons, and held meetings with governors, staff, pupils and parents. They observed the school's work, and looked at school improvement plan, the tracking of pupils' progress, attendance data, and information related to safeguarding and individual education plans of pupils with special educational needs and/or disabilities. In addition to the 66 parental questionnaires, a sample of pupils completed a written questionnaire and a staff survey was also conducted.

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

- Whether children made sufficient progress in mathematics
- The progress made by the most able pupils
- The effectiveness of the leadership in improving the quality of teaching
- The effectiveness of the school's planning to ensure the pupils' awareness of the cultural and social diversity of people.

Information about the school

Newdigate Primary School is a single form entry school and is similar in size to most primary schools. Almost all pupils are from White British backgrounds but none are at an early stage of learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities is almost double the national average although the proportion with a statement of special educational needs is lower. The school has gained the Artsmark silver award, National Healthy Schools award, Sportsmark, Eco Green Flag and Active Mark. A before school breakfast club runs each day and is the responsibility of the governing body. A privately run nursery and an after school club also share the site and these were inspected separately. Since the beginning of September, the headteacher is working half-time the deputy headteacher taking responsibility in her absence.

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?

3

The school's capacity for sustained improvement

3

Main findings

Newdigate provides a satisfactory education for its pupils. There are signs of improvement, for example in the good start children are now provided with in the Early Years Foundation Stage, the good care, guidance and support, and the links and partnerships with parents and outside agencies. Attainment is broadly average overall and standards in reading and writing continue to improve, the result of effective initiatives introduced since the previous inspection.

While satisfactory overall, there are variations in pupils' achievement. Children achieve well in the Nursery and Reception classes, the result of a rich curriculum and effective teaching. This good start is built upon effectively in Key Stage 1, so that pupils make good progress. Achievement in Key Stage 2 is too variable, particularly in mathematics, and pupils are not doing as well as they should in this subject. In all subjects, progress accelerates in Year 6, the result of consistently good teaching. Throughout the school, pupils with special educational needs and/or disability make good progress. This is the result of the early identification of their needs, the good partnership that exists between the school and the local authority support staff and the well targeted support by effective learning support assistants.

The quality of teaching is satisfactory. In all year groups, teachers enjoy good relationships with pupils and this results in the much improved and consistently good behaviour that is evident throughout the school. Lesson planning is improving and work is planned for different ability groups. Too often, however, teachers are not making sufficient use of the wealth of assessment information to ensure they consistently pitch the work at a level that will challenge all groups of pupils to attain their potential. The very small number of pupils from minority ethnic backgrounds progress at the same rate as their peers. The otherwise satisfactory curriculum is enriched by a good range of visits, visitors and clubs.

The senior leadership team has produced a clear plan identifying accurately the areas in need of improvement and is beginning to address these weaknesses. It has, for example, determined where improvements need to be made in teaching to accelerate pupils' progress. However, the strategies put in place have not yet had sufficient impact and the leadership rightly recognises the need to be more rigorous in addressing this aspect. The leadership has introduced a range of strategies to improve the pupils' awareness of the different social and cultural backgrounds of people in this country. Since the previous inspection there have been good improvements in the quality of the Early Years Foundation Stage provision and in the care, guidance and support provided for pupils. However, the capacity for further improvement is only satisfactory because standards, particularly in mathematics, are not rising as quickly as they should.

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What does the school need to do to improve further?

- Raise standards and improve the rate of pupils' progress in mathematics by:
 - Improving teachers' subject knowledge in this area
 - Ensuring lessons are pitched at the right level for all groups of pupils
 - Improving pupils' understanding of the levels at which they are working and what they need to do to move forwards
 - Reducing the time spent by some pupils in listening to the teachers' introduction and providing them with greater opportunities to start the activities at a higher level.
- Improve the amount of good or better teaching by:
 - Ensuring teachers make more effective use of assessment information when planning work
 - Improving the quality of marking so that pupils are more accurately informed of how well they are doing and identifying more clearly areas for improvement
 - Ensuring there is a suitable balance between teachers' talk and opportunities for pupil activity.
- Improve the school's contribution to community cohesion by:
 - Fully evaluating its work in ensuring pupils' awareness of the different cultural and social backgrounds of people in this country.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils enjoy school and this is reflected in their above average attendance. They say that they particularly enjoy the interesting visits they undertake. Throughout the school, behaviour is good, the result of effective strategies which have resulted in a dramatic improvement in behaviour and reduction in the number of exclusions over the past two years. The school works hard to ensure children settle quickly to school routines. As a result, those in the Early Years Foundation Stage and Key Stage 1 achieve well. At Key Stage 2 standards in English have remained fairly constant over the past few years, although there has been an improvement in the quality of writing, particularly from the boys. Latest test results for 2009 showed an increase in the proportion of pupils attaining the higher Level 5 in English, mathematics and science. However, the proportion of pupils attaining the expected Level 4 has dipped a little and this is particularly evident in mathematics. The progress made by those pupils with special educational needs and/or disabilities continues to rise.

During the inspection, consistently good learning was observed in the Early Years Foundation Stage and in Key Stage 1. Activities are matched to the academic ability and

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maturity of the pupils. Key Stage 2 is more uneven and in some classes average attaining and more able pupils are occasionally 'marking time'. However, they still make satisfactory progress because they are keen and interested. Pupils with special educational needs and/or disabilities receive intensive support, much on a one-to-one basis, resulting in good progress. In lessons, boys and girls make equal progress and this picture is seen at the end of year assessments.

Pupils are positive about the school's healthy eating initiatives and most make sensible choices in their diet. They really enjoy the opportunities for sporting and physical activities and are rightly disappointed that there are not more regular opportunities for physical education during school hours. Musical and creative skills develop well, the result of good provision for these aspects. There are good opportunities for the pupils to contribute to the life of the school. For example, older pupils befriend younger pupils and they take their role as ECO-warriors seriously. However, there are limited opportunities for them to make a contribution to the wider community. The pupils' moral and social skills develop well and there are opportunities for pupils to occasionally mix with pupils from different cultural backgrounds for sporting and creative activities. However, these opportunities are not fully exploited to provide pupils with a deeper understanding of different backgrounds.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| 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 | 3 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

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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How effective is the provision?

There is evidence of good teaching across the school, although there is still too much teaching that is only satisfactory and this inhibits the pupils' progress. The senior leadership gathers a wealth of information on how pupils progress but the quality of its use varies considerably, particularly in Key Stage 2. In the best lessons the teachers are pitching work accurately so that all groups of pupils are working at appropriate levels. For example, in a good Year 6 numeracy lesson, the teacher's knowledge of pupils' skills was used to good effect, ensuring accelerated progress. Too often, whilst teachers are producing activities for different ability groups, little note is taken of the pupils' prior achievements. This results in some pupils covering work unnecessarily, listening to teachers' explanation needlessly, or not being given the opportunity to really progress as quickly as they should. There are good examples of marking where the next steps in learning are clearly identified but the process is not used consistently.

The introduction of a more themed approach is beginning to have a good impact on the curriculum, particularly in Key Stage 1. In their effort to raise standards in both English and mathematics at Key Stage 2 however, teachers have increased the length of lessons without any significant improvement in standards in these subjects but it has limited opportunities to truly embrace the creative curriculum. Opportunities for pupils to take part in sport, drama, art and musical activities add good interest to the curriculum.

Good intervention strategies appropriate to a wide range of learning needs are provided, the result of effective identification of pupils' needs, and in this way the curriculum meets most learning needs. Good care is provided for all pupils, whatever their specific needs. Particular attention is paid to ensuring pupils' emotional well-being, a strong feature of the school's work. This support really helps the pupils' social development and has a positive impact on their learning. Pupils are looked after well at the before school breakfast club. Induction procedures for pupils joining the Nursery are good and transition arrangements to enable a smooth transition to secondary school work well.

These are the grades for the quality of provision

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

How effective are leadership and management?

The senior leadership is developing its expertise, making progress in key areas. The new leadership model is helping the school to move forward, sharing expertise and providing a firm foundation for the future. It has made significant inroads in addressing issues of

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behaviour and the effective utilisation of skilled staff is ensuring those pupils with special educational needs and/or disabilities progress well. The leadership knows exactly where the weaknesses in teaching lie and what needs to be done to improve its effectiveness. It acknowledges the needs to have a tighter control over timetabling to ensure all teachers devote the correct amount of time to all subjects. The school governors provide satisfactory challenge and support for the school. They have very recently amended the roles and responsibilities so that they can be more effective in how they carry out their responsibilities.

At the time of the inspection, safeguarding procedures were extremely rigorous and the school fully complied with all aspects of current government guidelines. The school leadership ensures that pupils at all levels of attainment and from whatever background have equal access to all learning opportunities and support and that there is no discrimination of any kind.

The leadership has made a good start in implementing the school's community cohesion plan. It has begun to evaluate its effectiveness but there is a little way to go to ensure its findings impact on future planning and the curriculum. Relationships with parents have been strengthened and the effective links with outside agencies are a significant factor in the progress made by pupils with special educational needs and/or disabilities, and in improvements to behaviour.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 1 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

The Early Years Foundation Stage has improved since the previous inspection and now

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provides children with a good start to their education. Children enter the Nursery with skills and abilities that are below those expected for their age, with weaknesses in personal development and in communication, language and literacy skills. They make good progress in all areas through their time in the Nursery and the Reception class, so that on entry to Year 1 attainment is now above average. The provision is very well equipped and teachers make full use of the resources to provide children with a wide range of stimulating and interesting activities. The children settle quickly to classroom routines and their confidence and independence develops rapidly. Children thoroughly enjoy their learning and were seen really engaged in the locating, observing and 'recording' of minibeasts in the outside area.

Learning activities are planned effectively and provide a good balance of adult led sessions, activities for children to choose themselves and opportunities for creative play. Very comprehensive assessment records provide a detailed progress profile of every child which is shared with parents and used well to inform future planning. The arrangements for the shared leadership and management of the Early Years Foundation Stage are effective and staff are focused on identifying areas for further improvement.

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

Most parents are very positive about the quality of education provided for their children. Concerns were raised about misbehaviour and how it is dealt with. The inspectors found behaviour to be good and strategies for dealing with unacceptable behaviour are well-embedded, making a significant impact on reducing incidents of inappropriate behaviour. Most parents are happy with their child's experiences at Newdigate school and the progress they made.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newdigate 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 66 completed questionnaires by the end of the on-site inspection. In total, there are 231 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 36 | 55 | 28 | 42 | 1 | 2 | 1 | 2 |
| The school keeps my child safe | 36 | 55 | 30 | 45 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 26 | 39 | 38 | 58 | 2 | 3 | 0 | 0 |
| My child is making enough progress at this school | 28 | 42 | 33 | 50 | 4 | 6 | 1 | 2 |
| The teaching is good at this school | 31 | 47 | 31 | 47 | 4 | 6 | 0 | 0 |
| The school helps me to support my child's learning | 31 | 47 | 28 | 42 | 6 | 9 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 28 | 42 | 34 | 52 | 3 | 5 | 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) | 24 | 36 | 33 | 50 | 4 | 6 | 0 | 0 |
| The school meets my child's particular needs | 27 | 41 | 33 | 50 | 6 | 9 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 26 | 39 | 27 | 41 | 11 | 17 | 2 | 3 |
| The school takes account of my suggestions and concerns | 22 | 33 | 35 | 53 | 5 | 8 | 1 | 2 |
| The school is led and managed effectively | 26 | 39 | 34 | 52 | 3 | 5 | 3 | 5 |
| Overall, I am happy with my child's experience at this school | 34 | 52 | 28 | 42 | 3 | 5 | 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

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | 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.



29 September 2009

Dear Pupils

Inspection of Newdigate Primary School, Bedworth, CV12 0HA

Thank you for making us welcome when we visited your school recently. We enjoyed meeting you and visiting lessons. We particularly enjoyed speaking to you to find out what you think about your school.

The school is providing you with a satisfactory education, which is getting better. Children in the Nursery and Reception class make a good start which continues into Key Stage 1. Progress is not always so good in Key Stage 2 but you generally reach the level we would expect by the end of Year 6, although your skills in mathematics are not as good as they should be.

We were very impressed by how your good behaviour the way you take responsibility and good attitudes are helping the school to improve. We were very pleased by the sensible way in which you make friends and care about each other. We appreciated the courtesy shown to us by all pupils. You help to make others feel safe in school and enjoy being there.

Adults in your school are always looking for ways to improve the school. We have asked staff and governors to look at:

- making sure that you do better in mathematics
- improving teachers' use of information on how well you are progressing and giving you clearer information on what to do next when they mark your work

Providing you with greater knowledge and understanding of the different backgrounds of people who live in this country.

We wish you all the best in the future.

Yours faithfully

Paul Edwards

Lead inspector

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