

# Newhall Community Junior School

## Inspection report

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<b>Unique Reference Number</b>	112635
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	357152
<b>Inspection dates</b>	8–9 November 2010
<b>Reporting inspector</b>	Mary Hinds

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	07–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	275
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Malcolm Gee
<b>Headteacher</b>	Clare Weaver
<b>Date of previous school inspection</b>	13 February 2008
<b>School address</b>	Chesterfield Avenue Swadlincote DE11 0TR
<b>Telephone number</b>	01283 217472
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<b>Email address</b>	info@newhall-jun.derbyshire.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They observed 10 teachers and visited 24 lessons. Inspectors held meetings with senior leaders, groups of pupils, representatives of the governing body, staff and two senior School Improvement Partners. They observed the school's work and looked at progress tracking, performance data, pupils' work, whole school and subject development plans, numerous policies and school documents. They considered the responses to questionnaires from pupils and 57 parents and carers.

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

- the attainment and progress of all pupils in English, mathematics and science.
- the quality of teaching, assessment and target setting in order to secure at least satisfactory progress
- the effectiveness of the school's systems in supporting pupils, particularly for those pupils who special educational needs and those who are vulnerable
- whether effective management structures and procedures are fully established to enable leaders at all levels to drive improvement.

## Information about the school

The school is larger than the average primary school. Almost all pupils are of White British heritage with very few pupils from minority ethnic groups and very few are from homes where English is an additional language. The percentage of pupils known to be eligible for free school meals is broadly average as is the proportion of pupils identified as having special educational needs and/or disabilities. The school shares a large campus with nursery and infant schools and from which the majority of pupils transfer. There are also secondary schools on the site. The school has gained a number of awards including Active Mark, Healthy School status, Eco Bronze award and Financial Management in Schools. There have been significant staffing issues at a senior level since the previous inspection in 2008. The acting headteacher has been in post since September 2010.

**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?**

**4**

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

**4**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The school's track record shows that it has been unsuccessful in improving pupils' progress and the quality of teaching and learning. Although pupils' attainment is average, the majority of pupils make slow progress and fail to achieve what they are capable of in English, mathematics and science, given their prior attainment. The quality of teaching observed during the inspection was variable, with too much being barely satisfactory and a minority being either inadequate or good. This variability compounds further the past underachievement meaning that pupils fall even further behind. Progress is inadequate because expectations are not always high enough. This results in targets and expectations that are not always sufficiently challenging and activities that are not effectively tailored to meet all pupils' abilities because assessments are not used regularly to check on progress and inform future planning. Furthermore, valuable learning time is often wasted due to lengthy introductions which are dominated by teacher talk so that pupils do not receive enough good quality feedback about their progress or what they need to do to improve their work.

Although the school has received well-targeted and intensive support from the local authority, provision has not improved because advice has not been acted upon consistently due to significant discontinuity in leadership over the last two years. Key leaders at all levels have not been able to take effective steps in order to drive and secure improvements. The role of senior and middle leaders is underdeveloped, as many are new to temporary posts. The governing body has not always been kept informed about the school's underperformance. This lack of understanding has prevented it from holding senior leaders to account. Self-evaluation is accurate and improvement planning identifies the right priorities. However, the latter is too unwieldy and does not always articulate high aspirations or readily enable progress to be measured against targets linked to pupil outcomes. The new acting headteacher has rapidly put in place the right strategies for improvement, for example, pupil progress meetings to hold teachers to account, but it is still too early to see how this is making a difference. The school has not demonstrated that it has adequate capacity to secure and sustain improvement.

Although pupils say they like school and their above average attendance illustrates this, a large proportion of pupils and parents feel that behaviour is unacceptable, particularly at lunchtimes. Pupils' behaviour is inadequate because in some lessons pupils lack concentration and their low-level disruptive behaviour impedes progress in learning; this is

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often compounded by unruly behaviour by a small minority at lunchtimes where disputes and a lack of respect for adults do not make for a calm learning environment in the afternoons. Once more the acting headteacher has swiftly implemented strategies to improve behaviour and, although these are beginning to have a positive impact, they are not fully embedded. Until recently the curriculum lacked relevance and excitement. The school has addressed this satisfactorily and there is greater pertinence in lesson content and more opportunities for cross-curricular work. However, the curriculum still has shortcomings in that it lacks progression in some subjects, particularly in mathematics and in some year groups there is an over-reliance on the use of uninspiring worksheets. Too few opportunities are presented for pupils to learn through active, investigative and problem solving strategies. This lack of pupil involvement in their own learning has created a degree of disaffection, lack of motivation and for some, insufficient pride in their work.

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

- Eradicate underachievement in all year groups and in English, mathematics and science by:
- improving the profile of teaching and learning so that a significant proportion is good or better by January 2012 through raising teachers' expectations of what pupils can achieve
  - improving the use of assessment so that work is planned more effectively to meet the needs of all pupils and challenges all abilities
  - quickening the pace of learning in all lessons by improving the quality of teachers' questioning skills and making better use of time so that pupils can apply and practise their skills
  - ensuring that basic skills are taught progressively so that prior learning is built upon in order to accelerate progress.
- Improve behaviour so that all pupils have responsible and positive attitudes and learn effectively by:
- fostering greater motivation in lessons by ensuring that learning is interactive, investigative and enjoyable through activities that develop pupils' independent and collaborative skills
  - increasing pupils' involvement in their learning through much clearer explanations of what is to be learned; using success criteria to measure progress; achieving greater consistency in the quality of feedback both orally and written so that pupils understand what they need to do to improve further and teachers are well informed to plan the next steps in learning
  - Securing pupils' confidence in the school's ability to deal with their concerns and involving them more in how to improve the quality of teaching and learning
  - providing separate small group work sometimes for pupils who have learning difficulties and/disabilities, including those with emotional, social and behavioral difficulties
  - providing training for lunchtime supervisors so that they are better able to deal with unacceptable behaviour.

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- Strengthen the school's capacity for sustained improvement by:
- appointing, in partnership with the local authority, a substantive headteacher as soon as possible
  - improving the rigour of self-evaluation and improvement planning through challenging, clear and measurable targets linked to behaviour and achievement
  - developing the role of senior and middle leaders so that they are fully accountable for raising pupils' achievement and improving their behaviour
  - developing the governing body's knowledge and understanding of provision and outcomes to enable it to effectively challenge leaders to secure improvement.

**Outcomes for individuals and groups of pupils****4**

Pupils enter the school in Year 3 with attainment that is well above average and leave in Year 6 with average attainment in all subjects. This represents inadequate progress. Although the pattern of underachievement was reversed in 2009, in 2010 unvalidated data show that this upward trend was not sustained. Attainment dipped to below average, with low numbers of pupils achieving the higher levels in English and fewer pupils achieving as well as in the previous year in mathematics. Progress is inadequate for all groups of pupils including those with special educational needs and/or disabilities. Observations of lessons highlighted that many are dull. Activities are mundane and fail to engage, interest or motivate pupils. As a consequence, many elect to switch off, call out or chatter amongst themselves.

Pupils' behaviour is inadequate. A small minority of pupils' behaviour at lunchtime is unacceptable and is not dealt with effectively by adults. This was observed during the inspection where adults failed to intervene and mediate between pupils. The needs of some pupils who display challenging behaviour are well met through a nurture group managed by staff who have received appropriate training in behaviour management. Pupils have a good understanding of what it means to lead a healthy lifestyle; for example, they have designed a healthy lunch menu. Pupils make a positive contribution to their local community, entertaining senior citizens and taking part in cultural events across their community. Pupils' spiritual, moral, social and cultural development is supported satisfactorily through the school's implementation of a discrete programme to enhance their personal development and through other strategies such as the school council and Year 5 playground buddy system. They apply their basic skills in a range of contexts and initiatives such as the Young Enterprise scheme which enables older pupils to experience the world of work.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>4</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

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

## How effective is the provision?

The quality of teaching and the use of assessment to support learning are inadequate overall. Inspectors observed teaching ranging from good to inadequate with too much that is satisfactory. In lessons teachers work hard to engage pupils' attention employing a range of strategies. However, their questions do not challenge pupils' understanding or encourage them to justify and explain their ideas. As a result, pupils become inattentive and restless, and this slows their rate of progress. During group activities, insufficient time and low expectations often lead to pupils either not completing their work or having no time to assess how successfully they have met learning objectives. In better lessons, good relationships are a strong feature, where pupils interact positively with one another and are keen to share their ideas. Teachers are enthusiastic and motivate all pupils to achieve and feel successful. Teaching assistants and other external specialists soundly support the learning and welfare of the groups of young people whose circumstances have made them vulnerable. However, some of these pupils who have the opportunity to work in the nurture room can cause a distraction for other pupils in lessons and there are too few opportunities for them to work in smaller group situations. The acting headteacher and senior leaders have made a secure start to revising the school's curriculum so that it better meets the needs, interests and abilities of pupils. However, this has yet to contribute to improving pupil outcomes.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The acting headteacher has in a short space of time created a positive team ethos and secured support from staff, governors and the majority of parents. However, expectations of achievement and behaviour are not high enough to secure the rapid improvement needed to eradicate and prevent further underperformance. The inexperience of senior leaders means that, although they are well motivated to drive improvement, the impact of their actions is limited; as a consequence outcomes are not improving. All safeguarding procedures meet statutory requirements. Staff have received appropriate child protection training. The governing body is very supportive but it has not been able to play a significant role in shaping the direction of the school and hold senior leaders to account. The relationship between the school and parents has been strengthened recently. Parents are very appreciative of improved communication, consultation and arrangements to help them support their children's learning, for example, through family learning initiatives. Partnership work has been improved, especially around liaison with external agencies to support and improve the provision for potentially vulnerable pupils. Although the school does have an effective system for tracking pupil progress, the information derived from this is not used effectively to improve outcomes. Therefore the effectiveness with which the school promotes equal opportunity and tackles discrimination is inadequate. Community cohesion is satisfactory. The school has taken steps to be better informed about the local community in which it operates and has links with other schools to promote pupils' understanding and appreciation of other cultures.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Views of parents and carers

Responses to the questionnaire show that the majority of parents and carers are happy with the school and the quality of education it provides. However, a significant minority expressed concerns about how the school deals with unacceptable behaviour. Several parents and carers made positive mention of the work of the acting headteacher and how things had improved recently, and specifically how the school is addressing the needs of all pupils including those with special educational needs and/or disabilities. Inspection evidence supports parents' and carers' views on recent improvements and concerns regarding behaviour.

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

Ofsted invited all the registered parents and carers of pupils registered at Newhall Community Junior 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 57 completed questionnaires by the end of the on-site inspection. In total, there are 275 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	42	32	56	1	2	0	0
The school keeps my child safe	17	30	30	53	2	4	1	2
My school informs me about my child's progress	11	19	38	67	7	12	0	0
My child is making enough progress at this school	9	16	35	61	8	14	0	0
The teaching is good at this school	13	23	30	53	6	11	0	0
The school helps me to support my child's learning	5	9	38	67	9	16	0	0
The school helps my child to have a healthy lifestyle	10	18	40	70	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)	9	16	35	61	7	12	0	0
The school meets my child's particular needs	7	12	40	70	8	14	0	0
The school deals effectively with unacceptable behaviour	9	16	17	30	20	35	5	9
The school takes account of my suggestions and concerns	7	12	32	56	7	12	0	0
The school is led and managed effectively	14	25	25	44	8	14	3	5
Overall, I am happy with my child's experience at this school	9	16	36	63	6	11	2	4

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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

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



10 November 2010

Dear Pupils,

**Inspection of Newhall Community Junior School, Swadlincote, DE11 0TR**

Thank you for making us welcome when we inspected your school. We enjoyed meeting you all. You told us you enjoy coming to school. Your attendance is good and you have a good understanding of how to be healthy. Although most of you play sensibly on the playground and work well in class, some of you do not always behave as well as you should.

We also found that the school needs to make some significant improvements. This is because it is not making sure that you all do as well as you can. We have placed the school in 'special measures'. This means that it will get extra help to improve. Your headteacher, teachers and support staff are working hard to help the school improve. We have asked them improve your learning and behaviour by:

- making sure teachers give you challenging work which better meets your needs
- helping teachers to make their teaching more interesting so that you can learn more through investigations and problem solving
- making sure that teachers tell you precisely what you need to do to improve your work and make better progress
- ensuring that all teachers and governors who help your headteacher lead the school, are fully involved in helping your school to improve.

Inspectors will visit the school regularly to check the progress you are making. You can all help by always concentrating hard, trying your very best in lessons, behaving well, especially at lunchtimes, and thinking about the consequences of your behaviour and how it could affect others.

We wish you all success in the future.

Yours sincerely

Mary Hinds

Lead inspector

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