

Newbold Church of England Primary School

School Lane, Newbold Coleorton, Coalville, LE67 8PF

Inspection dates 18–19 April 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school has improved considerably since its last inspection due to the strong leadership of the headteacher.
- As a result, teaching and learning are good across the school. Teachers demonstrate good subject knowledge and promote learning well.
- Teachers expect the best of their pupils who, in turn, find their lessons enjoyable and informative.
- Children make good progress in the Reception class and continue to make good progress as they move through the school. Standards at the end of Year 2 and Year 6 are in line with those usually found nationally.
- The school evaluates how well it is doing and what needs to be done next accurately.
- The good quality of care, coupled with good teaching, ensures that children achieve well in the Early Years Foundation Stage.
- Children respond well to the stimulating activities provided in the Reception class and are inquisitive about the world around them.
- Pupils' good behaviour contributes strongly to their successful learning in lessons.
- Pupils are fully aware of the different forms of bullying, how to avoid it and what to do should it occur.
- Pupils are considerate and take good care of each other.
- Pupils enjoy a good variety of additional activities throughout the school year, usually linked to the topics on which they are currently focused. These include visits, visitors to the school and residential stays.

It is not yet an outstanding school because

- There is not enough outstanding teaching across the school.
- Some lessons do not proceed quickly enough or the pace of learning slows after a good brisk start.
- Pupils' attainment in mathematics is not yet as high as it is in reading and writing.

Information about this inspection

- The inspector observed seven lessons, two of which were observed jointly with the headteacher.
- Meetings and discussions were held with governors, members of staff, a representative of the local authority and groups of pupils.
- There were insufficient responses to the online questionnaire for parents and carers (Parent View) to allow analysis.
- The inspector observed the school's work and looked at a number of documents, including the school's own data on pupil mobility, pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

Clive Lewis, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than most other primary schools. Pupils are taught in two, mixed-age classes.
- The proportion of pupils known to be eligible for the pupil premium, the additional funds provided by the government for pupils who are known to be eligible for free school meals and children in local authority care, is well above the national average.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is broadly average. The proportion supported at school action plus or with a statement of special educational needs is above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Further raise the overall quality and consistency of teaching in the school by ensuring that all lessons proceed at a brisk pace.
- Improve achievement in mathematics by devising ways to improve pupils' problem-solving skills and providing more opportunities for pupils to practise their calculation skills in other areas of the curriculum.

Inspection judgements

The achievement of pupils

is good

- The very small cohorts – for example, there have been only two pupils in Year 6 for each of the last two years – and the relatively high proportion of disabled pupils and those with special educational needs in some years make comparisons between key stages and year groups less meaningful than in larger schools. However, inspection findings confirm that good teaching leads to pupils making good progress throughout the school. This progress is reflected in the good quality of learning in lessons and is evident in the work in pupils' books.
- Children's experiences and skills when they enter the school in the Reception class are below those typically found for this age group. They get off to a good start in the Early Years Foundation Stage and make good progress in their first year in school, particularly in developing their key literacy, communication and mathematical skills.
- Pupils in Reception and in Key Stage 1 quickly learn the sounds letters make (phonics) to support their writing, as well as the mathematical skills they need to complete simple calculations. Pupils in Key Stage 2 continue to build on these good achievements and, by the time they leave the school at the end of Year 6, attainment in English and mathematics is in line with the attainment usually found nationally at this age.
- Pupils make good progress in developing their reading skills. Younger pupils are taught to read by linking letters to the sounds they make (phonics). The teaching of reading, through regular phonics lessons (linking sounds to letters) and guided reading activities, continues in all age groups. As a result, pupils throughout the school read confidently.
- Although significant progress has also been made in mathematics, the improvements in pupils' reading and writing skills have not yet had the impact intended on their ability to solve mathematical problems expressed in words.
- Pupils eligible for the pupil premium make at least as good progress as other pupils in the school. School data indicate that those eligible for the pupil premium attain similar standards in English and mathematics to those of other pupils. Any barriers to learning are quickly identified and the funding is used well by the school to provide very carefully matched additional support through frequent one-to-one or small-group work. The school also uses a proportion of the money allocated to ensure these pupils can join in all the extra activities provided for other pupils.
- Class teachers, teaching assistants and outside agencies provide outstanding support for disabled pupils and those who have special educational needs. This ensures that work is set at the right level for them, enabling them to make small but progressive steps in their learning. As a result, they build systematically on what they already know and can do, making good and frequently exceptional progress on the way.

The quality of teaching

is good

- Teaching has improved since the last inspection and all staff are determined to become even better by sharing good practice with each other. Lessons are well planned, with each lesson building carefully upon the previous one, so that knowledge and skills are consolidated and extended, and learning goals are shared with the pupils so they know what to aim for.

- Marking is regular and up to date and typically gives pupils good guidance about how well they have done and how to improve their work. In most lessons, good use is made of resources, including information and communication technology, to motivate pupils and enhance their learning.
- In a typically good literacy lesson for pupils in Years 5 and 6, where pupils were experimenting with changing the order of sentences to achieve different effects, no time was wasted. The teacher set a very good pace, which was maintained throughout the lesson. She demonstrated high expectations of pupils, constantly reinforced subject vocabulary and key facts, and changed activities frequently to maintain pupils' interest. As a result, pupils maintained a high level of concentration and motivation, and this led to good progress throughout the lesson.
- Teaching is not yet outstanding. In the best lessons, no time is wasted. Teachers ask well-chosen questions to make pupils think, discuss with one another, and come to conclusions. However, in a small minority of lessons the pace of learning slows, leading to some pupils losing their concentration.
- Teachers are supported well by a strong team of teaching assistants who provide good support for small groups and individuals within the class.
- Each pupil's progress in reading, writing and mathematics is thoroughly checked and tracked as they move through the school. Termly meetings about pupils' progress are held to discuss the information gained. These meetings ensure that teachers have a good understanding of how well the pupils in their charge are doing, and the action they should take to support and help them to reach their challenging targets.

The behaviour and safety of pupils are good

- Pupils are very keen to learn. They describe how their teachers make learning interesting and they appreciate the educational visits and the good range of after-school extra-curricular activities provided. During lessons, pupils listen carefully, cooperating and contributing eagerly. Their keenness to learn and good behaviour make a significant contribution to their progress.
- Pupils report that the school has an effective system of rewards and sanctions which ensures that any poor behaviour is dealt with promptly and effectively. Pupils who find it difficult to behave well are sensitively managed and skilfully supported so that, typically, their behaviour improves considerably.
- Pupils all say that they enjoy coming to school, and this is reflected in their above-average rates of attendance. They say they find learning fun and they are enthusiastic about their education. They have a good understanding of bullying, including that which might be encountered through internet sites.
- Pupils understand the need for healthy lifestyles and exercise. They describe the school as 'very safe' and have a good understanding of how to keep safe. They are clear and confident about seeking help for themselves or others should the need arise. They demonstrate their pride for the school through participation in the school council and take their responsibilities very seriously.
- Pupils respond well to the school's promotion of spiritual, moral, social and cultural development. They make a considerable contribution to making the school a welcoming and friendly place in

which to learn. They have a clear understanding of what is right and wrong. They enthusiastically embrace new experiences and are curious about the world around them.

The leadership and management are good

- The headteacher provides strong leadership. Her high expectations are a major factor in the significant improvements made since the last inspection.
- As a result of regular monitoring and support, teaching is now good across the school, and planning is founded on robust evidence and based on accurate data. Staff are well motivated and demonstrate a shared sense of responsibility and commitment to improving the school. They are set challenging targets based on the quality of their teaching and the progress pupils make in their classes, and these are reviewed annually.
- The school provides outstanding pastoral care for all its pupils. The small size of the school ensures that all pupils and families are known very well by staff. The school's very positive relationship with parents and carers and its good links with a wide range of partners contribute significantly to improvements in pupils' achievement and well-being. Safeguarding systems are secure and discrimination is not tolerated.
- Strong links with local schools help to overcome the potential isolation of such a small school. These links enable staff to share their expertise, and ensure pupils gain wider experiences and broaden their horizons.
- The school is constantly alert to any variation in achievement and is proactive in devising initiatives to overcome any weaknesses. Fully supported and monitored by the governing body, the school makes effective use of the money derived from the pupil premium to support frequent small-group and one-to-one work. This helps eligible pupils to achieve as well as their friends.
- Teaching programmes ensure pupils have a suitable balance of interesting activities. The recent strong focus on integrating literacy and numeracy with the 'creative curriculum' and developing pupils' key skills across all subjects has had a positive impact on pupils' progress, enthusiasm and ability to learn and work on their own.
- Self-evaluation has identified the appropriate key areas for school development. Local authority support has helped the school improve since the last inspection.
- **The governance of the school:**
 - The governing body provides satisfactory support and challenge for leaders and managers to ensure that the school improves and moves forward. It checks that safeguarding is secure and has overseen the arrangements for the use of the pupil premium funding and the arrangements for relating teachers' performance to pay effectively. It plays an active role in the school's self-evaluation, monitoring and improvement planning processes. It is developing a better understanding of the data and the comparative performance of the school in relation to similar schools. It knows what is happening in the school and is aware that overall provision is good.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120149
Local authority	Leicestershire
Inspection number	412146

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	37
Appropriate authority	The governing body
Chair	Michael Miles
Headteacher	Julie Cooper
Date of previous school inspection	17 March 2010
Telephone number	01530 222318
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Email address	headteacher@newbold-cecp.leics.sch.uk

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