

Newbold CofE Primary School

Inspection report

Unique Reference Number	120149
Local Authority	Leicestershire
Inspection number	339616
Inspection dates	17–18 March 2010
Reporting inspector	Marion Wallace

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	31
Appropriate authority	The governing body
Chair	Reverend John Dawson
Headteacher	Mrs Julie Cooper
Date of previous school inspection	20 November 2006
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Introduction

This inspection was carried out by one additional inspector. The vast majority of time was spent looking at learning: 4 teachers were seen including a specialist tennis teacher; 7 lessons were observed; meetings were held with parents, groups of pupils, governors, and staff. Inspectors observed the school's work, and looked at its improvement plan and those of the subject departments, minutes of governors' meetings, assessment information and curriculum planning. In addition, a scrutiny of pupils' work was made and 23 parental questionnaires were received and analysed.

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

- the effectiveness of strategies to maintain standards, achievement, progress and quality of learning
- the quality of provision and learning for more able and pupils with special educational needs and/or disabilities
- the quality of writing for more able pupils at Key Stage 1 and opportunities to use writing to enrich other curriculum areas
- the quality of provision and learning in mathematics in Key Stage 2.

Information about the school

Newbold School is a very small school. The pupils come from Newbold village and the local area. Almost all pupils are White British. There are no pupils who speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities and the percentage of pupils with a statement of need are well above average. A very small proportion of pupils are eligible for free school meals. Pupils are taught in two mixed age classes, one for the Early Years Foundation Stage, Years 1 and 2, and the second class for Years 3, 4, 5 and 6 pupils. There is currently an acting headteacher.

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

Parents appreciate the strong family ethos, good quality care and enjoyable learning opportunities provided by this good school. Different groups and pupils of varying abilities achieve well. One parent summed up the views of the vast majority saying, 'The school is a strong caring community, my child loves her time in school, each child is taught at their level of ability with fantastic guidance and support. My child's progress has been considerable in the last 6 months due to the dedication and commitment of the headteacher and all her staff who do a wonderful job.' Other parents commented how teaching standards had improved and children were given whatever support they need, nothing is too much trouble. The overwhelming majority of pupils confirmed that they like and respect their teachers and they appreciate the extra care they receive in a small school. They enjoy school, they all feel very safe and they are encouraged to be healthy.

These are the key strengths of the school.

The school ethos is very warm and welcoming, relationships are extremely strong and pupils make good gains in their personal development.

The provision in the Early Years Foundation Stage is good.

Pupils' progress from a low base is good.

Pupils and parents appreciate the very good relationships with the school.

Care, guidance and support are strong, so pupils behave very well and are sensible and enthusiastic learners.

The quality of teaching is good and pupils develop a very positive attitude to their learning because lessons are enjoyable and extend learning well.

The headteacher and senior management team lead the school effectively and have a very clear vision for its future improvement.

There is a very strong commitment from all staff to provide each pupil with the best possible education. The effective systems for evaluating the strengths and weaknesses of the school are playing their part in improving standards over time and driving the school forward.

These are the key areas for improvement.

Teachers sometimes miss opportunities to fully challenge more able pupils.

Pupils' contribution to the wider national and global community is less well developed than their very good contribution to the local and school community.

What does the school need to do to improve further?

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- Increase the challenge for the more able pupils and ensure they achieve as well as they can in English, mathematics and science by:
 - ensuring work is rigorously matched to pupils' needs
 - increasing the flexibility of teaching to allow more able pupils to move into different groups, to ensure they reach their full potential
 - ensuring there is a clear focus in teachers' planning to meet the needs of the more able pupils.
- Improve opportunities for pupils to learn more about and contribute to national and global communities by:
 - establishing links with a school in a country that is very different to the United Kingdom
 - establishing links with different schools in the United Kingdom
 - monitoring the impact of national and global initiatives more rigorously
 - using the information gained to enhance current provision.

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

Pupils enjoy learning because lessons are well planned and very good relationships with staff contribute to a very positive climate for learning. In a Key Stage 2 literacy lesson there was a buzz of excitement at the prospect of performing a poem, 'Queen of the night,' to an audience. Year 6 and 5 pupils showed excellent awareness of the impact of using the voice, expression, gesture and actions to make the poem come alive for the listener. They successfully wrote their own success criteria for appreciating poems. In a Key Stage 1 science lesson Year 2 pupils eagerly predicted which selection of materials was flammable and which ones were inflammable. They were thrilled as the teacher, observing excellent safety codes, demonstrated what happened to the materials when exposed to a flame. This experiment helped them consolidate their learning and awareness of different materials. Key Stage 2 pupils had good opportunities in their science lesson to plan an investigation to check the flight pattern and landing of a 'rotocopter,' which they had successfully made.

Achievement is good overall, including for those with special educational needs and/or disabilities. Not many pupils however reach the higher levels in English and mathematics. The school's tracking and inspection evidence indicates good progress for all groups this year, with pupils on track to reach their challenging targets. Examination of pupils' work shows that their numeracy and literacy skills throughout the school have improved significantly and this is contributing well to their future economic well-being. Handwriting skills have improved because of the regular and rigorous focus on this. Pupils know their targets well and understand what they must do to improve their work. Consistently good progress enables pupils to reach broadly average standards in English and mathematics by the end of Year 6. Challenge for all groups of pupils, especially in English and mathematics, has improved pupils' progress significantly this year through

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focused interventions and improved teaching and learning. Just occasionally, there are missed opportunities throughout the school to challenge more able pupils. Over the last year marked improvements in progress are evident whenever there has been a specific focus and drive to improve provision.

These are the other key features of pupils' outcomes.

Pupils behave well because they thoroughly enjoy coming to school.

Their attendance is above average.

Pupils say they feel very safe because relationships are very good and they can discuss any problems they have with adults.

Pupils know what constitutes a healthy lifestyle, enjoying their fruit breaks and attending well at the good range of activity clubs.

Pupils have well-developed skills in working collaboratively and cooperatively with others.

Pupils have a sound awareness of other cultures, ethnicity and religions. They learn to make a very positive contribution to their school and local community but their knowledge and contribution of the national and global communities are less well developed. Pupils enjoy physical activity participating enthusiastically in lunch time relay races organised by the mid day supervisor.

These are the grades for pupils' outcomes

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	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent of pupils' spiritual, moral, social and cultural development	2
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How effective is the provision?

Extremely strong relationships and good attitudes and behaviour contribute to a positive climate for learning. Teaching is good overall; the large majority of lessons observed during the inspection were good and a few were satisfactory. Teachers use assessment information well to plan work that matches the needs of all groups effectively within the mixed age classes. Occasionally, however, this is less effective for more able pupils, who are given additional work but are not always given more challenging work. Teachers use questions well to check pupils' knowledge and understanding and pupils enjoy well-planned opportunities to discuss their ideas with others during 'talking to learn' sessions. Marking is good and provides good guidance for pupils as well as encouraging them to improve the quality of their work. Pupils with additional needs are very well supported by teaching assistants in class and small groups so they make good progress.

The curriculum is well planned, consequently pupils enjoy activities such as the science and technology challenge when Year 5 and 6 pupils were challenged to design and create a lighthouse. This contributes to pupils' growing enthusiasm for learning. A strong personal and social education programme assists pupils' good personal development. Curriculum enrichment is good and there is a wide range of visits, clubs and activities, which are well attended. During computer club pupils enjoyed creating their own films and adding sound effects. Literacy skills are reinforced well through other subjects such as history, for example Year 2 pupils sequenced the events of the Fire of London.

The caring ethos results in very happy pupils who thoroughly enjoy school life. Pupils' needs are central to the work of the school and all adults effectively help children and parents to get the best from learning. Support for pupils who need additional help is well planned. The school have successfully established individual support and intervention for pupils who need the extra support. The school works effectively with external support agencies to support all pupils. Good support is given to those with special educational needs and/or disabilities. All pupils receive very clear guidance on their behaviour and this is reflected in the way they work and play harmoniously together and show respect for others. Induction and transition arrangements for children entering the school in the Early Years Foundation Stage, at other points during the school year and when moving on to other schools are good.

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

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How effective are leadership and management?

The headteacher and all staff communicate drive and ambition effectively and they have a very thorough understanding of the strengths and weaknesses of the school. There is also a continual drive for improvement. The school's good organisation and strong, shared vision demonstrate its good capacity to continue moving forward. The monitoring of pupils' progress throughout the school is good and highlights any areas of weakness, leading to improvement. The headteacher is dedicated to making sure pupils achieve well and that staff bring high quality to their work. She leads the school with competence and compassion, valuing the work of others and encouraging them to take responsibility.

The governing body ably support staff in work to improve the school and are increasing the degree of challenge offered to ensure school improvement initiatives are successful. They monitor and evaluate the work of the school effectively. Tracking of pupils' progress over time is thorough and senior leaders quickly identify any dips and intervene with sensible strategies to promote improvement. Appropriate developmental areas to further improve the effectiveness of the school are clearly identified in the school improvement plan.

The promotion of community cohesion is satisfactory. Pupils develop a very good understanding of the school and local community but their understanding of the national and global community is less well developed. Links with the local village are very strong. Older pupils responsibly plan and perform entertainment for the local elderly when they visit the school for their community lunch. Links at national and global level are less well developed. The school promotes equality of opportunity and tackles discrimination determinedly, as reflected in the profile of achievement across groups. Child protection, risk assessment and safeguarding procedures meet current statutory requirements. All checks on adults are robust. The school has established good partnership links with local schools, very small schools in the county cluster and the village community. Parents and support agencies contribute to the school's good provision to ensure the well-being of pupils. The school deploys its resources well, particularly to provide for pupils who need the extra support and intervention.

These are the grades for leadership and management

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

Early Years Foundation Stage

Good pre-school links with parents ensure that children settle well into school life. Most children enter Reception with skills and knowledge below those expected for their age. Children make good progress because teaching is good and by the time they enter Year 1, their attainment is average in most areas of learning. Staff are skilled at providing a wide range of challenging activities both indoors and outdoors, which enables children to flourish. They challenge children to learn to share, consider others and develop their communication skills. During the inspection children thoroughly enjoyed building a fire engine from large cardboard boxes. They co-operated very well with each other in the fire station role play area organising themselves effectively to deal with the imaginary fire. They showed good awareness of safety wearing protective clothing and helmets before setting off together to rescue the building, their fire engine sounds added urgency to the situation. Children make good progress learning sounds and numbers and track shapes in the outdoor area. All activities are carefully planned with opportunities to learn through activities led by adults and those they choose for themselves. Tracking in the Early Years Foundation Stage is good and assessment information is used well to plan challenges for children, although occasionally there are missed opportunities to challenge and extend more able children. The provision is well led and managed and consequently transition to Year 1 is extremely smooth. Children who join the school in Reception also make a smooth transition because induction arrangements are extremely well considered.

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

There were 23 responses; this is a very good response for a school of this size. All

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parents and carers are satisfied with the school. They regard the school as very supportive, happy, welcoming and friendly. Most comment that their children enjoy attending and that they make enough progress. Parents and carers regard the school as extremely caring and supportive and say the staff are approachable. They identify a number of strengths in the school including the activities, the relationships with staff, the warm family ethos, the individual help children receive and the pupils' enjoyment. There were no criticisms. The inspection findings confirmed the positive views expressed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newbold CofE 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 inspector received 23 completed questionnaires by the end of the on-site inspection. In total, there are 31 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	70	7	30	0	0	0	0
The school keeps my child safe	19	82	4	18	0	0	0	0
The school informs me about my child's progress	18	78	4	18	0	0	0	0
My child is making enough progress at this school	14	61	8	35	0	0	0	0
The teaching is good at this school	15	65	7	30	0	0	0	0
The school helps me to support my child's learning	13	57	10	43	0	0	0	0
The school helps my child to have a healthy lifestyle	14	61	9	39	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	52	10	43	0	0	0	0
The school meets my child's particular needs	16	70	7	30	0	0	0	0
The school deals effectively with unacceptable behaviour	12	52	11	48	0	0	0	0
The school takes account of my suggestions and concerns	16	70	7	30	0	0	0	0
The school is led and managed effectively	16	70	7	30	0	0	0	0
Overall, I am happy with my child's experience at this school	17	74	6	26	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

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 pupil's 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.



March 2010

Dear Pupils

Inspection of Newbold CofE Primary School, Newbold Coleorton LE67 8PF

Thank you all very much for welcoming me to your school. I enjoyed talking with you and your teachers. I will remember how extremely polite and considerate you all were and how well you all behaved. You and your parents told us that Newbold is a good school, and I agree.

These are the things I found that your school does well.

You get off to a good start in Reception and reach the standards expected by the end of Year 6 because teaching is good.

You all enjoy learning very much and your attendance is above average.

Your behaviour is very good and you are very sensible and know how to keep safe.

You really enjoy and benefit from the many fun activities, clubs, visits and visitors the school provides.

Your school cares for you really well and teaches you a lot about how to be healthy and to care for others.

Your school council is well organised and is working very well with your teachers to make sure that your school continues to improve.

Your headteacher, teachers and governors lead the school very well. They work effectively together as a team to make sure that Newbold is a safe and secure, fun place to learn.

These are the things I have identified for staff and governors to improve.

Make sure that all your teachers give challenging work to all of you who find the work easy.

Make sure that you learn about national issues and about the lives of those who live in countries very different to our own.

Thank you for a very enjoyable and memorable visit to your school and best wishes for your future.

Yours sincerely

Marion Wallace

Lead inspector

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