

Newdale Primary School & Nursery

Marlborough Way, Rock Road, Newdale, Telford, Shropshire TF3 5HA

Inspection dates

6–7 June 2017

Overall effectiveness

Outstanding

Effectiveness of leadership and management

Outstanding

Quality of teaching, learning and assessment

Outstanding

Personal development, behaviour and welfare

Outstanding

Outcomes for pupils

Outstanding

Early years provision

Outstanding

Overall effectiveness at previous inspection

Good

Summary of key findings for parents and pupils

This is an outstanding school

- Standards are high, behaviour is excellent and leadership at all levels is highly effective.
- The headteacher provides superb leadership that inspires confidence, embraces innovation and spurs on all to do their best. She leads a very capable team that has lifted the school's overall effectiveness to outstanding.
- Pupils of all abilities make excellent and sustained progress across the school. Standards in reading, writing and mathematics are well above national figures at the end of key stages 1 and 2.
- Teaching in all year groups is highly effective for all abilities, although there is scope to improve the way less-able pupils are taught spelling. Teachers set a brisk engaging pace and have high expectations for classroom behaviour. Consequently, pupils' attitudes to one another and their learning are exemplary.
- The curriculum is packed full of exciting activities that fire pupils' imaginations and lead to success. In many different subjects, pupils are inspired to work hard, exercise initiative and develop a love of learning. Leaders are currently refining assessment in some subjects.
- Children get a great start in the early years. No time is wasted and children acquire positive learning habits that endure as they move up through the school.
- Safeguarding procedures are rigorous and all understand their duty of care. Pupils are taught how to stay safe and say that they feel very safe at school.
- Communication between home and school is excellent. Leaders regularly seek parents' views and are always looking for ways to harness and increase parental support and involvement with their children's learning.
- Pupils are given many opportunities to take on responsibilities and have a say in how things are done at school.
- Governors have an in-depth understanding of the school's work and performance. They expect high standards. Together with school leaders, they have created an evaluative and aspirational culture where all are valued.
- The school's attention to pupils' different talents, personalities and learning needs is a significant strength. All get a chance to experience success in a wide range of subjects.
- Pastoral support is tailored to fit the needs of pupils. Staff successfully help pupils to overcome problems, do the right thing and believe in themselves.
- Pupils are exceptionally well prepared to make the most of future opportunities when they leave Newdale Primary School.

Full report

What does the school need to do to improve further?

- Refine the school's approach to the teaching of spelling for those pupils who have difficulty in this area.
- Build further on the productive partnership with parents to develop the way technology is used to support learning at home.
- Continue to establish more consistent systems for tracking pupils' progress in different foundation subjects.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The quality of leadership at all levels is superb.
- The headteacher sets a very high standard, both for herself and others. Consequently, under her leadership, the school has gone from strength to strength and is currently providing a first-class education to its pupils. She exercises wise judgement and has created an aspirational climate for learning, where pupils are nurtured and inspired to do their best, overcome challenges and experience success. It is a remarkable school and one that has much to share with other schools.
- A key factor in bringing about the school's current level of success has been leaders' ability to spot talent and create highly effective teams that get the best from everyone. Furthermore, leaders actively welcome challenge, seek external advice and embrace innovation in order to drive ongoing improvement. To this end, leaders make sure that everyone stays up to date with training, receives precise feedback about their work and has many opportunities to share ideas and learn from others. Staff clearly value the support and challenge they receive, and made this clear through their responses to Ofsted's staff questionnaire.
- The school curriculum is extremely well organised. Every subject incorporates features that support and promote the school's vision and values. In science, for example, pupils learn about healthy lifestyles while also considering the importance of a healthy mind and respect for other people's health and welfare. In art, high standards are enhanced by pupils' ability to use different media to exemplify how different values guide our actions. On top of this, particular projects such as work on remembrance or the chance for pupils to be involved in community-based good causes, enable them to realise how caring values bring people together and strengthen society.
- Leaders have put the primary sport funding to excellent use. In the main, funding is used to employ two specialist teachers who have been instrumental in lifting the profile of sport and physical education (PE) in the school, both within the school day and through extra-curricular activities. However, it does not stop there. When not involved in teaching sport, these PE teachers regularly help in class and generally set a good example around the school. This is already bringing benefits, as pupils look up to these positive role models.
- In a similar vein, the pupil premium and special educational needs funding have been used creatively in order to meet targeted pupils' many different needs. Understandably, the school's spending and approach have varied from year to year as pupils' needs have varied. However, whether using funding to boost attendance, improve behaviour or raise academic standards, leaders' decisions have resulted in success. This is another example of the evaluative and analytical culture in the school paying off and bringing benefits to the pupils.
- The school's partnership with parents and communication with the local community are notable strengths. A high-quality website keeps people informed and leaders are constantly thinking of new ways to share information and involve parents in school life. Currently, leaders are looking to make further use of technology to inform parents

about how to support pupils' learning at home.

- There is no doubt that pupils are more than ready for secondary school by the time they leave Newdale Primary. The values, attitudes, knowledge and skills acquired in their primary years give pupils the outlook and ability to make the most of future opportunities.

Governance of the school

- Governance is very well informed and highly effective. The governing body has an excellent understanding of its role and can call upon an impressive skill set within its ranks. Governors routinely check information for themselves by talking with pupils, staff and parents, examining data and pupils' work and accompanying leaders on classroom visits. They make sure that the information they receive and gather is used to inform their evaluations of the school's work and to plan for further improvements. Governors' attention to financial management, safety and curriculum matters cannot be faulted.
- Governors set ambitious targets for the school's performance but are also mindful of staff welfare. Similarly, while they expect high academic standards, they ensure that pupils' spiritual, moral, social and cultural development remains at the heart of the school's work.

Safeguarding

- The arrangements for safeguarding are effective.
- Everyone understands their duty of care and their role in making sure that the school is a safe place for pupils. This is because the leadership of safeguarding is informed and conscientious. Leaders and governors test out staff awareness by issuing quizzes or 'what-would-you-do?' challenges to staff, which they then follow up with further information or training as necessary. Pupils also play their part and often work alongside governors or staff to check on the efficiency of school procedures.
- Checks on staff and visitors are carried out correctly. Record-keeping by leaders and office staff is organised with slick efficiency so that everything is kept secure, yet information is readily available when needed.
- Medicines in school are managed well, as are first aid arrangements. Parents are kept suitably informed about safety matters and all parents who responded to Parent View agreed that their children are kept safe at school.

Quality of teaching, learning and assessment

Outstanding

- In all year groups, teaching is excellent. It leads pupils to academic success and also equips them with excellent attitudes to learning and to others.

- A striking characteristic of teaching at Newdale Primary is the teamwork and consistency of approach. In every class, teachers' and teaching assistants' expectations are crystal clear and work builds securely and progressively on previous learning. This pinpoint accuracy of teaching is achieved through the highly effective use of assessment by teachers who are always looking for ways to improve what they do. A current focus is to boost progress in spelling for the less able pupils and to refine aspects of assessment in subjects other than English, science and mathematics.
- Teachers' classroom management is superb. Teachers expect the best from pupils but also make sure that rules are fair and that pupils learn to understand and respect others. For example, when required to discuss and consider work with their classroom 'study buddies', pupils are quick and eager to share ideas and listen to each other. At other times, pupils consider the motivations of artists, the guiding principles behind religious beliefs and the right to live in a tolerant and caring democratic society. Pupils of all ages display a remarkable ability to reflect and empathise with others. In this respect, the school is well ahead of many other primary schools.
- The level of challenge offered in class is supplemented by special projects. In mathematics, for example, pupils have been working with a national business on a car design. This exciting project, supported by a visit to the factory floor, requires pupils to draw upon a range of different skills from across the curriculum. Furthermore, teachers have ensured that important messages, such as gender equality, are fed in at appropriate moments. This joined-up thinking between different areas of learning is typical of the approach at Newdale Primary School.
- Excellent teamwork between staff also means that time and expertise are used to best effect. Everyone's efforts are focused on modelling high standards, meeting pupils' needs and getting the best from them. Consequently, pupils are presented with consistent expectations and see adults as very positive role models.
- Regular training for all staff keeps them alert to new ideas and open to innovation. Indeed, innovative thinking typifies the approach to classroom practice. If something does not work, staff try something new. If something works very well, staff share it. Indeed, school leaders encourage staff to try new ideas but also hold them to account for the impact on pupils' work and progress.
- In short, teaching promotes high standards and respect for all.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Staff treat pupils with respect and kindness and teach them to value everyone's contribution and right to live in a society free from prejudice and discrimination. Pupils respond with remarkable maturity of thought and evident care for one another. Unkind behaviour of any sort is not tolerated and pupils report that bullying is exceptionally rare. Nevertheless, school staff make sure that pupils learn how to spot different sorts of bullying and know what to do should it occur.
- Pupils are actively involved in shaping school policies and checking on aspects of its work. Pupils regularly attend staff and governors' meetings to report on school life and

know that their ideas and suggestions will be acted upon. Pupil safeguarding champions help to keep an eye on site safety and offer a listening ear or helping hand to any of their peers who feel upset or worried. If pupils are unable to sort out problems for themselves, then they can always contact Buddy Bear with a handwritten note or electronically to Buddy's email address. Buddy is a larger-than-life teddy bear who takes all concerns seriously and responds appropriately. Pupils of all ages report that this approachable, yet anonymous, character reassures them that they can always get help or advice when they need it.

- The school curriculum offers every pupil the chance to shine. Staff are well informed about pupils' different interests, abilities and personalities and make sure that all are able to experience success, believe in themselves and feel valued by others. Pupils' achievements are noticed and applauded. Perseverance in the face of difficulties is encouraged. Consequently, pupils develop 'can-do' attitudes and the resilience needed to be confident and capable learners.

Behaviour

- The behaviour of pupils is outstanding.
- In class, pupils are attentive and responsive to their teachers, do their best and take pride in their work. On the playground, they get along with good-natured ease and, when upsets do happen, pupils do their best to help out. In other informal situations, such as in clubs or in the dining hall, pupils enjoy one another's company and display good humour and polite manners.
- Attendance has risen steadily over time and last year was in line with national figures. In the current year, attendance rates have risen again as persistent absence has continued to reduce. A driving force in achieving this has been the work of the school's pastoral team. The team is quick to spot patterns or unexplained absence and equally quick to offer support where it is needed or to challenge parents if there are no good reasons for their child's absence.
- Since the previous inspection, there has been a permanent exclusion and some fixed-term exclusions have occurred. That said, exclusion is not a common occurrence. This is because of the school's consistent and highly effective approach to managing pupils' behaviour and helping those who struggle to cope at school to overcome their difficulties.

Outcomes for pupils

Outstanding

- Academic standards have risen over time and are very high. In 2016, at the end of key stages 1 and 2, pupils' attainment in reading, writing and mathematics was well above age-related expectations. This represents remarkable progress from pupils' starting points on entry to school.
- Evidence gathered during this inspection found that, for current pupils, these high standards are being maintained and strengthened further. The quality of writing and the high level of mathematics being tackled with success are head and shoulders above the standards normally seen in primary schools. Furthermore, a very positive culture of reading, underpinned by highly effective phonics teaching in the early part of the

school, is yielding some very impressive results. Pupils read with fluency and enjoyment.

- These high standards are not confined to English and mathematics. Pupils also achieve highly in subjects such as science, design and technology, PE, religious education and art. Indeed, the quality of art and design work on display around the school is fabulous.
- All groups of pupils do exceptionally well at Newdale Primary. In almost all year groups, disadvantaged pupils keep up with others. When any start to fall behind, leaders and staff are quick to intervene, using pupil premium funding wisely to tailor and adjust teaching and support.
- Teaching ensures that the most-able pupils do not waste any time in lessons. Pinpoint-sharp assessments enable teachers to pitch work that allows pupils to forge ahead with new learning, and especially so in mathematics. The very brightest pupils do exceptionally well at this school. In fact, leaders are working with the local secondary schools to make sure that key stage 3 teaching capitalises on pupils' secure knowledge and understanding when they move into Year 7.
- Pupils who have special educational needs and/or disabilities receive highly effective teaching in class and targeted additional support out of class, with some specialist support provided in the well-organised 'den' facility. Excellent communication between staff ensures that out-of-class support compliments classroom learning and vice versa. Consequently, these pupils make strong progress. Consistent and supportive teaching also helps pupils to feel encouraged by their successes. There is, however, scope to boost less-able pupils' progress further in spelling.
- Newdale Primary School is successfully realising its vision for pupils to become 'doers, believers and achievers'.

Early years provision

Outstanding

- School leaders set out their ambition for children from the very start. Staff, parents and children fully understand the school's vision that all children have the potential to realise their dreams if given the right support, guidance, teaching and encouragement. This is clearly evident in the early years where strong, clear-sighted leadership and teaching build positive attitudes, habits and skills that set children up for continued success in the years to follow.
- Children start in the Nursery at ages two, three or four years old with knowledge and skills that are often below those typical for their age. Whatever their starting points, all make excellent progress and cope well when they move into the Reception Year. In both of the Reception classes, children build further on their very positive start in the Nursery and, by the time they are due to start in Year 1, the proportion operating at a good level of development is in line with national figures.
- This strong progress across the early years is the result of top-quality teaching and excellent communication between home and school. Staff and parents work together to make sure that all the available information about children's abilities, needs and interests is used to inform their learning activities in school. Consequently, no time is wasted. Furthermore, additional funding is spent wisely. Any special educational needs

and/or disabilities are picked up quickly and support is put in place. Those who may be at risk of falling behind and those who are already racing ahead in their learning all benefit from teaching and activities that hit the mark.

- Provision for two-year-olds, which has been developed since the previous inspection, is very well thought out. There is a strong focus on developing early language and communication skills so that children can make the most of school.
- Classrooms are well organised and full of colour and exciting things for children to do, both indoors and outside. Throughout the day, children are kept productively occupied and given a sense of routine that helps them feel secure and to understand what is expected of them.
- Procedures for keeping children safe work with a well-checked efficiency. Any overly boisterous behaviour is managed well so that children feel confident with one another. Children soon come to understand that the school's rules and expectations are fair and that nothing less than their best behaviour is acceptable.

School details

Unique reference number	133300
Local authority	Telford and Wrekin
Inspection number	10032745

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	411
Appropriate authority	The governing body
Chair	Carole Williams
Headteacher	Rachel Cook
Telephone number	01952 387 720
Website	www.newdaleschool.taw.org.uk
Email address	newdale.primary@taw.org.uk
Date of previous inspection	24–25 April 2013

Information about this school

- Newdale Primary School and Nursery is larger than the average-sized primary school.
- The Nursery takes children from two years of age.
- Most pupils are White British.
- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average.
- The school meets requirements on the publication of specified information on its website.
- In 2016, the school met the government's current floor standards, which are the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed teaching and learning in all year groups in classrooms and in some small group sessions outside of class. The inspectors also examined work in pupils' books, considered test and assessment information, heard pupils read and watched a school assembly.
- Inspectors observed pupils' behaviour, and the school's procedures, at the beginning and end of the school day, at lunchtimes and breaktimes and when pupils were moving about the school site and attending clubs.
- Meetings were held with pupils, staff, school leaders, governors and an educational adviser.
- By the end of the inspection, there were 105 recent responses to Ofsted's online questionnaire (Parent View) and 15 free-text comments. There were 43 responses to the staff questionnaire. The inspectors noted these and also spoke with parents, pupils and staff during the inspection.
- A number of school documents were examined. These included information about pupils' achievement, evaluations of the school's performance and numerous policy statements. Records relating to governance, staff performance management, training, the quality of teaching, external advice, behaviour, attendance, safety and safeguarding were also scrutinised. The school's website was also checked.

Inspection team

Martin Pye, lead inspector	Her Majesty's Inspector
Gill Turner	Ofsted Inspector
David Rzeznik	Ofsted Inspector
Mary Maybank	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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