

# New Hall Primary School and Children's Centre

## Inspection report

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<b>Unique Reference Number</b>	103395
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	336074
<b>Inspection dates</b>	14–15 September 2010
<b>Reporting inspector</b>	Marian Harker HMI

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	274
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Roy Roberts
<b>Headteacher</b>	Beverley Hanks
<b>Date of previous school inspection</b>	10 October 2007
<b>School address</b>	Langley Hall Drive Sutton Coldfield B75 7NQ
<b>Telephone number</b>	0121 464 5170
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<b>Age group</b>	3–11
<b>Inspection dates</b>	14–15 September 2010
<b>Inspection number</b>	336074

**Number of children on roll in the registered  
childcare provision****Date of last inspection of registered  
childcare provision**

Not previously inspected

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed 16 lessons, saw 11 teachers and held meetings with parents and carers, groups of pupils, staff, members of the governing body and key partners. Inspectors observed the school's work, and looked at documentation relating to self-evaluation, the tracking of pupils' progress, the school improvement plan and the safeguarding of pupils. Inspectors looked at pupils' work and analysed the responses of 35 parental questionnaires, in addition to those completed by pupils and staff.

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

- the attainment and progress of different groups of pupils as they move through the school
- the consistency in the quality of teaching
- the impact of leaders and managers in accelerating pupils' achievement
- the quality and standards in the Early Years Foundation Stage.

## Information about the school

This is a slightly larger than average sized primary school. The proportion of pupils known to be eligible for free school meals is high. The proportions of pupils from minority ethnic groups or those whose first language is believed not to be English are lower than average. There have been a significant number of changes in teaching staff since the last inspection including the appointment of a new headteacher, deputy headteacher and assistant headteacher. The school provides 'wrap around' care for pupils in the before-and after-school club. There is a children's centre on the school site that is managed by the governing body. It provides full day care for children aged 0 to 5 and a wide range of family support services. The children's centre is inspected separately by Ofsted.

The school has recently achieved a number of awards including Healthy School Status and the Get Set Mark.

**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

This is a happy and caring school that is satisfactory and rapidly improving. 'I am really pleased to say that I think this is a lovely school, where my daughter is very happy' is typical of the many positive comments made by parents. The school's engagement with parents and carers and the care, guidance and support received by pupils is good. Parents and carers particularly appreciate the home visits they receive before their children start at the school. The school's partnership with the children's centre is good and is contributing positively to the achievement and well-being of the pupils.

Children make good progress as they move through the Early Years Foundation Stage, particularly in their personal development. Most pupils and groups represented in Key Stages 1 and 2 make satisfactory progress and attainment is in line with national averages by the end of Key Stage 2. Some groups make good progress and a few make outstanding progress, particularly in reading. Progress in Years 2 and 5 is good as a result of good teaching and carefully targeted support for identified groups of pupils. Pupils with special educational needs and/or disabilities make satisfactory progress as their needs are quickly identified and appropriate support put in place. During the inspection, the majority of teaching observed was judged to be satisfactory. In the best lessons observed, teachers used a range of assessment strategies, such as partner talk to check how well pupils were doing. This practice is not yet a consistent feature of teaching across the school. On occasions, teachers are not as focused as they could be on involving the pupils in assessing their own learning.

The new headteacher provides good, clear and dedicated leadership which has enabled the whole school community to move forward since the last inspection. She is developing a strong team with a common purpose who are impacting positively on pupils' achievement and personal development. School improvement planning and self-evaluation are secure but the school improvement plan is not clearly linked to accelerating achievement and raising attainment. The school has worked hard to improve attendance and this has resulted in a marked improvement since the last inspection. However, the current rates of attendance remain below average. Since the last inspection, the school has also improved a number of key areas of its work, in particular attainment at the end of Key Stage 1. There is a trend of improvement in outcomes and provision across the school. All of these factors, coupled with the strong leadership of the headteacher, contribute to a satisfactory capacity to improve further.

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

- Raise attainment and accelerate progress so that it is consistently good or better

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by:

- increasing the proportion of lessons that are good or better
  - ensuring that all staff use a wider range of assessment strategies in lessons
  - providing regular opportunities for pupils to reflect on their learning and assess their own progress in lessons.
- Ensure that school improvement planning has appropriate milestones linked to accelerating achievement and clear lines of accountability for monitoring and evaluation.
  - Increase rates of attendance to at least in line with the national average.
  - Up to 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**

'I love my school because all the teachers care about you.' This is typical of many comments reported by pupils and it reflects the views of parents and carers. Pupils are polite, considerate and caring towards each other. Behaviour is good. There are many opportunities for pupils to contribute to the school community. For example, pupils have been involved in the purchase and siting of new playground equipment and the eco-committee has undertaken a litter assessment around the local area. Specialist sports coaches work regularly with pupils and this contributes positively to their understanding of how to stay healthy and fit.

As pupils move through the school, their rates of progress in reading, writing and mathematics are variable. When children join the school their attainment in key areas such as early reading, writing and calculation is lower than expected for this age. In some year groups, notably at the end of Key Stage 1 and in upper Key Stage 2, progress is good. Although the quality of teaching has recently improved, learning is not yet consistently good across the school. The school has been particularly successful in improving achievement and attainment in reading. A range of reading support programmes has been introduced and this has led to some pupils making outstanding gains. Boys generally join the school with skill levels that are lower than girls. Better quality teaching and the introduction of a more creative curriculum has been successful in reducing this gap and by the end of Key Stage 2 boys' achievement is similar to that of the girls.

Pupils enjoy their learning and collaborate happily in pairs and groups. In the best lessons observed, pupils were given opportunities to participate actively throughout the lesson. In these instances, the pace of learning was brisk and pupils were asked appropriately challenging questions to extend their thinking.

Pupils' moral and social development is a strength of the school. Pupils have a clear understanding of right and wrong. A strong community ethos permeates all aspects of school life and contributes positively to pupils' good personal development. Although the

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school seizes all opportunities for pupils to develop an appreciation of the wide range of cultures and faiths that make up British society, this aspect of their understanding is relatively less well developed.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	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	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</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>2</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>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The quality of teaching is improving and over a third of all lessons observed were judged to be good or better. Lessons are well planned, using up-to-date assessment information. Classroom assistants add to the quality of many lessons. Pupils particularly enjoy assessing their own work using a helpful 'traffic light' system to indicate their understanding. This is beginning to be used more widely but is not yet a consistent feature of the school's work. Pupils' work is regularly marked and assessed by teachers. In the best examples, pupils are given clear guidance on how to improve their work and asked to complete short tasks to consolidate their learning.

The curriculum provides pupils with a wealth of enrichment opportunities. For example, specialist teachers are used to enhance sport and music activities. All pupils have regular swimming lessons using the onsite swimming pool. Pupils have the opportunity to visit

<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.

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many places of interest to enhance their learning. The school is beginning to introduce a more creative approach to the curriculum. In one lesson observed, the pupils were able to use problem solving skills to help them appreciate the differences between the Greek and English alphabet. Teachers use information and communication technology confidently in lessons but opportunities for pupils to develop these skills across the curriculum are at an early stage of development.

Care, guidance and support are strong features in the school and this is endorsed by parents and carers. Case studies provided by the school show successful outcomes for pupils and their families as a result of timely and effective intervention and liaison with outside agencies. Transition arrangements for pupils leaving or joining the school are robust as a result of good partnership working.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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>2</b>

**How effective are leadership and management?**

The headteacher leads by example in setting out and sharing her vision for the pupils at New Hall. These high expectations are guiding the new senior team towards building a stronger capacity for further improvement. However, more work remains to be done to sharpen school improvement planning to include regular measurable milestones and clear lines of accountability. The governing body has a clear understanding of its roles and responsibilities. They know the school community well and use their expertise to benefit the pupils and fulfil their statutory duties. Safeguarding is good and a high priority for the school and the governing body. For example the school has built strong relationships with key agencies to reduce the risk of harm to pupils.

Since the last inspection, the school has introduced a robust system to track and monitor the progress made by pupils. The performance of different groups is regularly checked and the school has been successful in improving outcomes for boys in particular. The school promotes equal opportunities satisfactorily: senior leaders are aware that rates of progress are uneven and are taking action to improve outcomes for all pupils. The school is seeking to engage with communities further afield, and has satisfactory procedures at present for promoting community cohesion.

*These are the grades for leadership and management*

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</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>3</b>

## Early Years Foundation Stage

Induction procedures, including home visits, and strong links with the onsite children's centre provision are good and children settle quickly into school life. The learning environment is welcoming and organised to provide an appropriate balance of indoor and outdoor activities. Displays promote key areas of learning but do not always reflect children's backgrounds or the wider community. Children feel safe and are beginning to understand how to keep healthy. Most children can play well on their own and are developing their independence. Children make good progress towards the Early Learning Goals particularly in their social skills and personal development. The recently appointed Early Years Foundation Stage leader is building a strong team spirit. She ensures there is close teamwork between all adults and planning is cohesive. Ongoing assessments and observations are used to plan for individual children's needs and 'learning journey' logs are being developed to provide a record of children's progress.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3



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## **Views of parents and carers**

Parents and carers express very positive views of the school and the very large majority of responses were above national benchmarks. Almost all parents and carers who responded to the questionnaire and met with inspectors agreed that their children enjoy school. A very small minority of parents and carers commented that they felt the school did not deal effectively with unacceptable behaviour. During the inspection, the behaviour of pupils both in lessons and around the school was found to be good. All parents and carers who completed the questionnaire indicated that they were happy with their child's experience at New Hall.

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

Ofsted invited all the registered parents and carers of pupils registered at New Hall Primary and Children's Centre 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 35 completed questionnaires by the end of the on-site inspection. In total, there are 274 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	63	12	34	1	3	0	0
The school keeps my child safe	19	54	16	46	0	0	0	0
The school informs me about my child's progress	15	43	18	51	2	6	0	0
My child is making enough progress at this school	12	34	19	54	4	11	0	0
The teaching is good at this school	13	37	20	57	2	6	0	0
The school helps me to support my child's learning	15	43	18	51	2	6	0	0
The school helps my child to have a healthy lifestyle	14	40	20	57	1	3	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)	13	37	20	57	0	0	1	3
The school meets my child's particular needs	15	43	18	51	1	3	1	3
The school deals effectively with unacceptable behaviour	14	40	15	43	5	14	0	0
The school takes account of my suggestions and concerns	14	40	19	54	2	6	0	0
The school is led and managed effectively	14	40	19	54	2	6	0	0
Overall, I am happy with my child's experience at this school	18	51	17	49	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

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 pupil's 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.**



16 September 2010

Dear Pupils

Inspection of New Hall Primary School and Children's Centre, Sutton Coldfield, B75 7NQ

Thank you so much for your warm welcome when we visited your school this week. We thought you would like to know the outcome of the inspection and what we found the school could do to become even better.

You go to a happy, caring school that is satisfactory and rapidly improving.

Your behaviour is good and you have a good understanding of how to keep yourselves safe and healthy.

All the staff care for you really well.

You have many opportunities to develop your interests, go on visits and be taught by specialist teachers.

Your school has positive relationships with your parents and carers.

Your headteacher leads the school well.

In order to make your school even better, we have asked your headteacher, senior staff and governors to do the following things:

- to make sure you all do as well as you can in lessons
- to ensure all your lessons are good, and you are given opportunities to assess your own work
- to make sure the school has a plan for improvements that has clear targets that can be checked regularly
- to make sure that you all attend school everyday.

Thank you for your comments on the pupil questionnaire. We have noted that a few of you believe behaviour could be improved. We were impressed with your good behaviour during the inspection. I am sure you will continue to help the school by attending school every day and always showing consideration towards each other.

Yours sincerely

Marian Harker

Her Majesty's Inspector

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