

# Newbold Verdon Primary School Profile

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## Newbold Verdon Primary School

Dragon Lane, Newbold Verdon

Leicester, Leicestershire, LE9 9NG

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<http://www.newboldverdonprimaryschool.co.uk/inde>

Children's Service Authority:	Leicestershire
Age range:	4-11
Number of pupils:	191
Head teacher:	Mr. Mike Staunton
Chair of governors:	Mrs. Nicola Yates-Smith

## What have been our successes this year?

Our Value Added score was excellent with our school placed joint second in the county in terms of the individual progress pupils make whilst with us. This meant that countrywide out of approx 15,000 school we were placed 26th for our Value Added.

Our Lego team were crowned Regional Champions of the First Lego League Challenge 2010 and at the National UK & Ireland First Lego League Challenge Final were presented with the Ford Award for Team Spirit.

A great year for our school was further enhanced with our school 100 year anniversary celebrations, highly entertaining school productions, individual class assemblies, fun in the snow building snow people, a wide choice of extra-curricular activities, Malcolm Mould trophy and other awards supporting our ethos of rewarding children for both academic achievement and effort.

Our fundraising committee, the 'Friends of Newbold Verdon Primary' raised £7500 for school towards an artificial grassed area so our children can continue to play on the adventure playground throughout the year.

Parental and community involvement in our school is fantastic; from helping in the classroom, on school trips, school productions, sporting activities and listening to our children read.

## What are we trying to improve?

We are continually striving to improve the standards in all areas of our school, especially the core subjects:

Literacy - writing in line with national targets.

Numeracy - using & applying problem solving strategies.

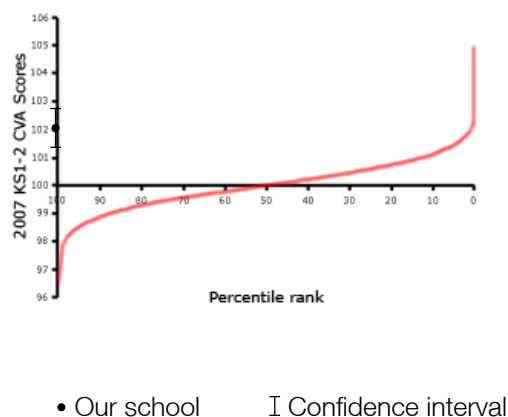
Development and planning of a thematic curriculum based on creativity

Emotional and social development of all our children.

Our children's physical environment.

Parental involvement in their child's learning.

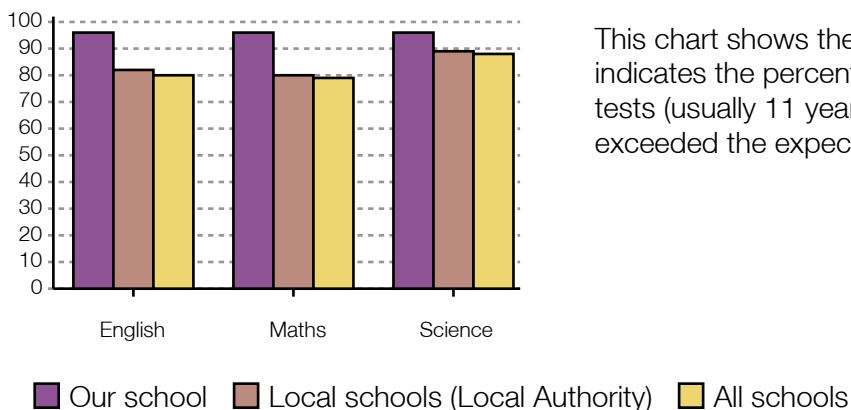
## How much progress do pupils make between age 7 and 11?



The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

Our value added score clearly shows the excellent progress made by children at our school.

## How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2009. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

## How have our results changed over time?

We are delighted to say that OFSTED has recognised the good standards and rapidly improving trends at our school. Please refer to our February 2009 OFSTED report for more detailed information.

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## How are we making sure that every child gets teaching to meet their individual needs?

We use differentiation in lessons enabling all children to be challenged.

IEPs are written for children with SEN and reviewed termly

Early identification of children with Special Educational Needs

Booster classes for year 6 to increase confidence and standards

Gifted and Talented children receive individual challenges

We use APPs to assess children and inform planning

Learning objective driven intervention - eg, spelling high frequency words/learning of tables

Termly formal & teacher assessments as well as Optional & Statutory SATs

Pupil tracking; individual/cohort of children to track progress through the year, year on year and to identify trends such as gender issues.

We offer two parents evenings where the progress & targets of each individual child are discussed and we also provide a comprehensive written report during the summer term.

Children also have access to the internet using Education City which tracks the progress of individual and groups of children in Numeracy, Literacy, Science and ICT

Use of SEAL resources for PHSE/Citizenship.

The work of our school is guided by the 5 outcomes of the Every Child Matters agenda.

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## **How are we working with parents and the community?**

Reports: all parents & carers receive a written report annually and formal/informal discussions take place as necessary.

Parents evenings: take place twice yearly when parents and staff review their child's progress.

Curriculum Newsletter: received termly by parents, indicating targets for children, the units of work for the term and any messages.

Monthly Newsletter from our headteacher

Termly Newsletter from our governing body

Friends of Newbold Verdon School: who provide social events for adults and children and enhance the school's facilities through fundraising.

A letter is sent from the School Council to inform parents & carers what is important to them.

Weekly visits from local clergy and visits to places of worship.

Community Centre: Mother & Toddler Group, Evening classes/clubs e.g. Keep Fit, Brownies & Drama Group

Play school: on site

Strong links with the High School which provides smooth transition.

Member of the Hinckley & Bosworth Development Group 20a that includes Bosworth College, Market Bosworth High School and all the feeder Primary Schools.

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## **What have pupils told us about the school, and what have we done as a result?**

Our headteacher conducts a pupil attitude survey annually, the results of which contribute to our school development plan review.

Responses to our latest questionnaire tells us that the majority of our pupils (94%+) have a positive attitude towards school and their work, believe we provide a safe environment where they are well supported and feel that there is an adult who they can turn to if they have a problem.

We consult our children on a range of issues, this might be on school life in general or on more specific items. We have an active school council, which includes representatives from all year groups and our autism unit. The school council provides a forum where children can raise concerns or make suggestions for improvement. It has its own budget and our children decide how it will be spent for the benefit of all. Minutes from meetings are shared with pupils, staff and governors.

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## **How do we make sure our pupils are healthy, safe and well-supported?**

Behaviour & Anti Bullying Policy

Wide range of sporting activities

Well supervised play ground

Buddy system and tutors to help and support other children

School Council meet twice termly

Counsellor for children needing support

Safeguarding Children and Child Protection Procedures

All staff first aid trained and CRB checked

Health and Safety Governors Committee

Security system in place throughout school

Regular health and safety and fire checks

Links between agencies and school including Social Services, Wescotes House, School Nurse, EWO and Family Steps

Health records are updated annually in consultation with appropriate professionals

Attendance monitoring

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## **What activities and options are available to pupils?**

Residential are provided at:

Year 2 (Beaumanor Hall), learning to be independent, 2 days 1 night,

Years 3 and 4 (Ravenstor), history, geography and science, 3 days 2 nights,

Years 5 and 6 (Court Farm), outdoor pursuits, 5 days 4 nights

Participation in a number of inter-school sports festivals/tournaments including Tag Rugby, Gymnastics, Tennis, Golf, Multi-skills, rowing and area sports. Children from our Autism unit also took part in the County & Youth Inclusion games.

Visits to various places of interest: Tropical Birdland, Donnington Le Heath Museum, New Walk

Museum, Bosworth Battlefield & Diwali Celebrations

Extra curricular activities including football, basketball, rounders, dance, dodgeball, cricket, table tennis, lego, ICT, gardening and computer club

Music lessons from Music for Schools

Opportunities through Bosworth College & Market Bosworth High School - athletics, swimming, multi skills, gymnastics and trampolining

Cycling proficiency for Year 5 & 6 pupils

Year 5 'buddies' who support our autism unit children twice a week.

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## **What do our pupils do after leaving this school?**

Most children leave our school after year 6 and transfer to Market Bosworth High School for a further 3 years. Following this, the children attend Bosworth Community College, Desford until between the ages of 16 and 19.

Most of the children from the Autism unit go on to one of the area special schools within Leicestershire until the age of 19. Some enter autism provision within the special schools whilst others join generic classes.

All our children receive help and support with transition by visiting tutors to discuss issues and clarify information. They also visit the school as a class and with parents before transfer.

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## **Ofsted's view of our school**

Newbold Verdon Primary is a good school. Pupils' personal development and well-being and the level of care, guidance and support they receive are outstanding. This is why pupils quickly grow in confidence and become keen learners by Year 6. Good provision in the Early Years Foundation Stage and good teaching in Years 3 to 6 enable pupils to achieve well and reach average standards by the time they leave the school. Pupils' skills in information and communication technology (ICT) develop well. Teachers provide good opportunities for pupils to research information and to record and present their work in different ways. Together with the pupils' very good attitudes and confidence in literacy and numeracy, these skills help to prepare pupils well for the future. Pupils' progress is not as rapid in Years 1 and 2 as it is in other year groups. Although satisfactory overall, pupils' learning does not always build well enough on the good progress children make in the Reception class. This is especially true for the more able pupils, who are not always challenged to do their best.

Parents are right to have confidence that the school will care very well for their children. Pupils who need extra help with their work or who have complex learning difficulties do extremely well because staff are quick to respond to their needs. Learning support staff encourage these pupils to 'have a go' and this helps to build pupils' confidence and self-esteem. Pupils from the unit have a tailor-made curriculum that meets their needs extremely well. As a result, they make outstanding progress in relation to their learning goals. Staff and pupils in the main school work closely with colleagues and children in the unit. The empathy and care pupils show towards children in the unit is exceptional.

Pupils behave well and many enjoy school. They especially like the range of exciting clubs outside normal lessons that successfully support the good curriculum. Pupils make very sensible choices about what they eat and participation rates in sporting events are high. This is because pupils have an excellent understanding of how to keep themselves fit and healthy. Safeguarding procedures meet requirements and staff make sure they regularly remind pupils about how to keep safe. Consequently, pupils play and work together well, with due regard for their own and others' safety.

Pupils make a very good contribution to the local and wider community. They eagerly support good causes such as the local homeless shelter and a school in Uganda.

Good systems to evaluate the school's work provide governors and staff with a clear idea of how well the school is doing. Senior leaders use this information well to drive improvements and to set challenging targets. Provision in the unit has improved greatly; it is now outstanding, and the progress of more able pupils in science is now good. These features show that leadership and management are good and that the school has a good capacity to improve further. The action the school takes to make changes for the better is usually successful. However, recently senior leaders have introduced ways to make the curriculum more appealing for pupils but with mixed results. In some year groups, teachers expertly link subjects together to develop exciting topics for the pupils to learn. This not only grabs the pupils' interest but it also makes effective use of the time for learning. As yet, this work is not established firmly in all classes. As a result, some pupils do not make the progress they are capable of in subjects such as history and geography, nor do these pupils have enough good opportunities to use their literacy and numeracy skills to support their learning in these and other subjects.

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Date of last inspection: 11-Feb-2009

Ofsted graded our school as good

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for Newbold Verdon Primary School](#)

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## What have we done in response to Ofsted?

As a school we are developing a more thematic approach to the curriculum.

We are also aiming to ensure consistency in high quality teaching and learning standards.

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## More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

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null <http://www.newboldverdonprimaryschool.co.uk/index.php>