

# Inspection of Newbold Verdon Primary School

Dragon Lane, Newbold Verdon, Leicester, Leicestershire, LE9 9NG

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Inspection dates: 1 and 2 May 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils enjoy attending this school. They look forward to learning new things each day. Teachers have high expectations of each pupil. As the school would put it, 'We inspire our dragons to fly higher.'

Relationships between staff and pupils are positive. Many pupils told inspectors that the teachers are one of the best things about the school. A shared understanding of the three simple rules of being ready, respectful and safe creates a positive environment in which pupils can learn happily.

Pupils are polite and respectful. They are eager to show what they have achieved. They know that positive behaviour and learning will allow them to achieve a 'dragon point'. They look forward to seeing which of the four houses have come out on top at the end of each week.

All pupils benefit from attending forest school. This helps them develop independence and resilience, and learn from the natural environment. Pupils also enjoy attending the many clubs that are on offer. There are opportunities for pupils to develop as active citizens. For example pupils raise money for charity and they support the annual village gala.

Many parents and carers would recommend the school. They hold positive views of the support and education that pupils receive.

## **What does the school do well and what does it need to do better?**

The school prioritises reading. As soon as children join the pre-school, teachers start exposing children to stories and rhymes. This helps all children recognise the sounds that correspond to letters. Teachers build on this quickly and by the Reception year, all children are learning letter-sound correspondence. The school ensures that reading is taught daily. Teachers check regularly how well pupils are progressing through the reading curriculum. Pupils read widely and often. Books are well matched to the sounds that they know. Many pupils develop a love of reading and use the school library independently to swap their books.

The curriculum is broad and well planned. The school has mapped out the essential knowledge and vocabulary each pupil must learn. Teachers have planned the curriculum so that pupils build on what they have learned before. For example, in computing, pupils learn what a device is and then use it to understand how a device can be connected to form a network. The curriculum in several subjects has undergone needed changes. Teachers do not always check that pupils have secured the prior learning that they will need to help them learn the newly adapted curriculum. Sometimes feedback does not always help pupils improve their work.

Teachers have a good understanding of how to teach well. They have particularly strong subject knowledge in core subjects. They use modelling effectively to help

pupils understand. Teaching is well adapted to support pupils with special educational needs and/or disabilities (SEND) to access the same learning as others.

Activities at the start of each lesson help pupils recall recent learning. This helps them remember long term. For example, in geography pupils are able to articulate their knowledge of tectonic plates and how volcanoes in some regions have been formed. They also talk about the agricultural benefits of living close to volcanoes. In some lessons, pupils who have secured the planned learning are not always given an opportunity to deepen their understanding and move further forward in their learning.

Children in the early years benefit from an environment and curriculum that helps them develop across all areas of learning. The outdoor area is used purposefully to develop children physically, and shape their understanding of the world. Staff interact, play and care for children. Staff support children with additional needs to improve their self-regulation. All children are well prepared for the next stage of more formal education.

The school has a special unit that caters for some pupils with specific additional needs. The curriculum in the unit is expertly adapted to the stage each pupil is at. As pupils get older they become more independent and their communication develops. The unit provides an exceptional education for the pupils that use it.

Pupils develop a strong understanding of what it means to be British. Pupils learn about how to stay safe. Careers day is an opportunity to broaden pupils' horizons and help them learn about different jobs. Active school and eco councils help improve the school and make a difference to the environment. Pupils are accepting and inclusive of those that are different to themselves. However, some pupils do not develop a firm enough understanding of people of different faiths whom they may encounter in modern Britain.

Pupils attend well. The school ensures that when a pupil's attendance drops, they put into place effective measures to help attendance improve. Pupils walk sensibly around the school. Teachers remedy any poor behaviour swiftly. This ensures that the school is calm and orderly.

Governors challenge and support school leaders. Staff feel that they are well supported by leaders. Staff know the changes that are made to improve the school are in the best interests of children.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### (Information for the school and appropriate authority)

- Some pupils do not have a firm enough understanding of different faiths. This means they are sometimes unable to celebrate the things that they share in common with others. The school must ensure that the personal development provision supports pupils to develop a better understanding of people of different faiths that they are likely to encounter in modern Britain.
- Some teachers do not use assessment and feedback precisely enough. When this happens, some pupils are left with gaps in their knowledge, and on other occasions feedback does not help pupils improve. The school must ensure that assessment and feedback are used more consistently and purposefully to address gaps in knowledge and/or help pupils improve their work.
- On occasions, opportunities for pupils to extend their learning are not planned. As a result, learning for some pupils is not always maximised. The school should ensure that there are planned opportunities for pupils to deepen and extend their learning and that these are consistently implemented.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	119942
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10254762
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	232
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Samantha Lane
<b>Headteacher</b>	Lucy Collins
<b>Website</b>	<a href="http://www.newboldverdonprimaryschool.co.uk">www.newboldverdonprimaryschool.co.uk</a>
<b>Date(s) of previous inspection</b>	1 and 2 March 2022, under section 8 of the Education Act 2005

## Information about this school

- The school has a designated specialist unit for up to 24 pupils with a diagnosis of autistic syndrome disorder (ASD).
- The school does not use any alternative provision.
- The school runs a before- and after-school club for pupils.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors met with school leaders responsible for the provision for pupils with SEND, the designated specialist unit, personal development, behaviour and the pupil premium funding.
- Inspectors carried out deep dives in reading, mathematics, science and computing. For each deep dive, inspectors discussed the curriculum with subject

leaders, visited a sample of lessons, spoke to teachers and staff, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also spoke to pupils, visited lessons and scrutinised plans and books for other subjects including English, geography, history, art, religious education and design and technology.
- The lead inspector met with members of the governing body, including the chair.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors took note of the responses received on Ofsted Parent View and considered the results of the Ofsted staff survey.
- The lead inspector spoke to a representative of the local authority.

## **Inspection team**

Rakesh Patel, lead inspector

His Majesty's Inspector

Halil Tamgumus

Ofsted Inspector

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