

Inspection of Outwood Primary Academy Newstead Green

Cow Lane, Havercroft, Wakefield, West Yorkshire WF4 2BE

Inspection dates: 6 and 7 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Outstanding
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

This is a warm and inclusive school. Pupils are kind and considerate towards each other. They help other pupils to do their best. They play well with each other and enjoy the positive relationships between themselves and staff.

Leaders at all levels have a relentless determination to provide the best education for every child. This ambition permeates to all staff, who are successfully supported to provide a good-quality education for all.

Pupils say that there is no bullying in school. This is because leaders plan opportunities for pupils to discuss any worries or concerns that they may have. This includes 'time to' sessions, worry boxes and information through assemblies. One pupil echoed the views of many in saying, 'Barely any bullying takes place. If it does, teachers sort it out and give consequences, which helps me feel safe.'

Leaders have high expectations for pupils' behaviour and conduct. There is a clear behaviour policy, which is well known and applied consistently across the school. This starts from early years, where children learn new routines. Staff encourage pupils to 'make good choices instead of bad choices', which results in good behaviour across the school.

Pupils benefit from the many opportunities on offer to help them develop as active citizens. This includes roles as playground games organisers and mental health ambassadors. School parliament members enjoy visiting the Houses of Parliament. They can explain the difference they have made in their school community.

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

Leaders have rapidly accelerated the pace of school improvement since the last inspection of the predecessor school. They have designed and sequenced an ambitious curriculum to ensure that all pupils have the best education. They are clear about the important concepts that pupils need to know. Teachers use assessment to balance the introduction of new knowledge and to reinforce prior learning. Some subjects, such as design and technology, are exceptionally well planned and delivered. In these lessons, pupils take inspiration from a range of influential designers, such as Ruth Handler and Kate Spade. As a result, pupils' work is of a consistently high quality.

Pupils are passionate about books. Pupils animatedly talk about the books that they are reading. Some struggle to put books down. They remember many facts from the text. There is a plethora of books that they can read in school or take home. Pupil reading ambassadors have played a vital role in promoting this love of reading across the school. This includes producing a video for parents and carers and pupils about the benefits of reading.

Children learn to read as soon as they start school. Staff receive the training they need to deliver the chosen phonics programme effectively. Lessons are purposeful. Staff regularly check pupils' phonics knowledge. If pupils struggle to keep up, they receive additional support. However, these pupils do not have regular opportunities to practise reading to an adult. The books that they read do not accurately match their reading ability. As a result, these pupils do not read with accuracy and fluency.

Leaders quickly identify pupils with special educational needs and/or disabilities (SEND). Teachers receive regular training and have useful information to meet the needs of these pupils effectively. This enables pupils with SEND to access the whole curriculum. For example, pupils with SEND access the curriculum through practical and tactile resources. Staff ensure that pupils have good lighting, use read-aloud books and they project their teaching screen onto pupils' personal computer screens.

Leaders plan the curriculum from early years so that children are ready for their next stage in learning. Leaders identify the exact knowledge and skills that they want children to know at the end of each activity. Children engage in their learning and are successful. For example, children can use cross-hatching and smudging techniques effectively when drawing self-portraits. Parents value the information provided about their child's progress.

Leaders have ensured that the wider curriculum actively supports pupils' personal development. This ranges from assemblies to dedicated lessons. Pupils have a secure understanding of fundamental British values. They understand why British values are important in making the country a safe and orderly place to live.

Leaders in school and across the trust have created a culture of respect and teamwork. Leaders devote time to support all staff to develop their skills and expertise, while being mindful of their workload and well-being. Staff are overwhelmingly positive about the coaching and mentoring they receive.

Governors and trustees are extremely knowledgeable about the school. They have high expectations of leaders, whom they have successfully developed. The success of every pupil is a priority.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Leaders are tenacious in ensuring that all pupils in their care are safe. This includes pupils who have moved to another school where there have been concerns for their welfare. There are clear systems in place for staff to report any concerns. Leaders make timely referrals to external agencies so that pupils receive extra support when needed.

Leaders work with local schools to ensure that they review and update their safeguarding curriculum and information to parents. This includes online safety.

Pupils know how to stay safe when online. They have an age-appropriate understanding of healthy relationships and know how to report any concerns that they may have.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils who struggle to read are not given books that accurately match the phonics that they know. This, coupled with not regularly reading to an adult, results in pupils lacking in confidence when they read. Leaders should ensure that pupils read books that match the sounds that they are learning. In addition, pupils should be given opportunities to practise reading to an adult so that they become confident and accurate readers.

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](#)' 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.

School details

Unique reference number	145940
Local authority	Wakefield
Inspection number	10241404
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	Board of trustees
Chair of trust	David Earnshaw
Principal	Lindsey Corbett
Website	www.newstead.outwood.com
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the Outwood Grange Academy Trust.
- The current principal was appointed in June 2020.
- The school runs its own morning breakfast club for pupils.
- The school does not use any alternative provision.

Information about this inspection

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

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- Inspectors met with the executive principal, the principal and other leaders in the school and across the trust.

- The lead inspector met with two members of the trust and governors from the academy council, including the chair. She also met with the chief executive officer of the trust and the chief executive principal.
- Inspectors carried out deep dives in early reading, mathematics, design and technology, and geography. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors looked at the effectiveness of the school's work on safeguarding by reviewing the record of pre-employment checks for staff, speaking to staff, leaders and pupils, and meeting with the safeguarding team.
- The inspection team considered the views of parents shared through Ofsted Parent View. They gathered the views of pupils and staff through surveys and discussions conducted throughout the inspection.

Inspection team

Jenny Thomas, lead inspector	His Majesty's Inspector
Nicole Park	Ofsted Inspector
Tracey Ralph	His Majesty's Inspector

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Piccadilly Gate
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