

Newport School

Inspection report

Unique Reference Number	103048
Local Authority	Waltham Forest
Inspection number	362806
Inspection dates	8–9 March 2011
Reporting inspector	Heather Yaxley HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	660
Appropriate authority	Interim executive board
Chair	Liam Donnison
Headteacher	Prue Barnes
Date of previous school inspection	9 December 2009
School address	Newport Road London E10 6PJ
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Age group	3–11
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors. The team observed 15 lessons involving 15 different teachers. They observed the schools work, and looked at documents relating to pupils achievement, safeguarding and the work of the interim executive board. Meetings were held with a group of parents and carers, two groups of pupils, the chair of the interim executive board and two advisers from the local authority. Meetings were also held with non-teaching staff, teachers, middle leaders and the senior leadership team.

The inspection team reviewed many aspects of the schools work. It looked in detail at a number of key areas.

The progress that the school has made since requiring special measures.

Pupils attainment and achievement in English, mathematics and science.

How pupils understand targets.

The use of assessment.

The quality of teachers marking.

Information about the school

Newport School is a larger-than-average primary school. Almost half of the pupils are from Asian or Asian British backgrounds, with the largest group of Pakistani heritage. The proportion of pupils who speak English as an additional language is high. The proportion of pupils with special educational needs and/or a disability is above average. The proportion of pupils known to be eligible for free school meals is above average. The Early Years Foundation Stage caters for children aged three to five years old with 80 part-time Nursery places and three full-time Reception classes. A childrens centre, managed by the governing body, opened in January 2009. The Nursery class operates from the childrens centre. The childrens centre was not inspected as part of this inspection.

Following an inspection in October 2008, the school was given a notice to improve. In December 2009 the school was reinspected and became subject to special measures. Monitoring inspections were conducted in June 2010 and November 2010 to assess the progress made towards addressing the issues raised in the 2009 inspection. The progress was judged to be satisfactory and good respectively on these occasions. An interim headteacher was appointed in September 2009, along with other senior leaders, and has now been appointed permanently to the post. An interim executive board replaced the governing body in April 2009 and continues to discharge those responsibilities. A shadow governing body is now in place. The school has had support from the City Challenge Keys to Success programme and from a Local Leader in Education.

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

2

Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Newport school provides its pupils with a satisfactory standard of education. Parents, carers and staff are in no doubt that the rapid improvement made by the school is a result of the strong leadership of the headteacher and her senior team. Leaders are very aware of the barriers that affect pupils outcomes, as demonstrated through a very comprehensive self-evaluation document and monitoring process. Levels of confidence are high among the school community and, with systems and procedures already firmly embedded and proven to be highly successful, the school has good capacity to continue on its journey of improvement.

Newport has been a school causing concern for an extended period of time and the headteacher is very mindful that improving capacity through the work of different staff teams is paramount if the school is to build upon current improvements. Accordingly, senior leaders have systematically focused on developing responsibilities and accountabilities among different groups of staff. They have very effectively provided the right professional support at the right time. So, for example, over the past two terms, middle leaders have been established and have successfully taken on more responsibility. Their work is already making a difference to the quality of teaching and learning. In addition, new teams have been established this term for inclusion and developing the literacy curriculum. Although these are still early days for their impact to be fully realised and evaluated, each team firmly focuses their work on raising pupils attainment and using assessment data to evaluate their work.

The quality of the curriculum, and teaching and learning have improved because senior staff have led the way by showing staff how to apply good practice and how to use assessments to plan and evaluate their work. As a result, lessons are more focused on what pupils will learn and they receive regular and better quality feedback through teachers marking. Firm foundations and high expectations have been set, and consistency established. Opportunities to maximise how pupils can apply what they know and can do are not always well planned and sometimes missed even when they have been planned for. Use of data to evaluate and develop some aspects of the curriculum, such as science and support programmes for those with additional learning needs, is at an early stage.

Support from the local authority is good, not least because advisers have responded well to what the senior leaders have decided are the right things to move forward on at any one time. They have provided challenge as well as support. This is also true of the support from a Local Leader of Education during the early months of special measures and the ongoing support from City Challenge. The interim executive board provides good governance, which makes a significant contribution to the schools improvement. A shadow

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governing body was established earlier this term and secure plans are in place to support a smooth transfer of responsibilities.

As a result of the improvements, a large majority of pupils made good academic progress over the past 12 months. This has enabled them to make up for previous periods of underachievement, particularly in reading and writing. Different groups of pupils, including those with special educational needs and/or disabilities, make similar progress to others. While good progress is evident for a sustained period of time for children in the Early Years Foundation Stage, good progress for pupils in other key stages is yet to be proven in the longer term, particularly for mathematics and science. This is why academic achievement is satisfactory overall. Some aspects of pupils personal development are good. For example, pupils spiritual, moral, social and cultural development is good, as is their behaviour, and they enjoy school very much. The effectiveness of the Early Years Foundation Stage is good.

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.

What does the school need to do to improve further?

- Improve the curriculum and teaching to raise attainment, particularly in mathematics and science, by:
 - ensuring that pupils of all abilities have good opportunities to apply their knowledge, skills and understanding in different contexts
 - using assessment during lessons to move learning on more rapidly
 - using data to develop the curriculum in response to the skills and emerging needs of the pupils.
- Extend the strategic leadership of the school at all levels by:
 - building on the work of different staff groups such as the middle leaders and the inclusion team
 - ensuring that the new governing body continues the good level of challenge established by the interim executive board.

Outcomes for individuals and groups of pupils

3

Attainment on entry to the Early Years Foundation Stage is below that found nationally, with communication, language and literacy the weakest area. Current levels of attainment across the school are low but improving rapidly. For example, for the first time, in 2010, attainment was in line with national averages for literacy and mathematics at the end of Key Stage 1 and Key Stage 2. Attainment in mathematics is lower than for English, for reasons of historic underachievement. School data for each of the current year groups show a continued improving trend. Improved attainment is matched by improved rates of progress and, while satisfactory overall, pupils progress over the last 12 months is good. This is because assessments are more accurate, teachers are using the information to plan learning activities more effectively and underachievement is identified and acted upon quickly. Assessments and tracking for achievement in science are at an early stage.

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In the classroom, pupils are well behaved, want to learn and enjoy their learning. Pupils across the school are particularly excited by the recent work on William Shakespeare, especially enacting Hamlet, Macbeth and Romeo and Juliet. Lessons in Year 2 where pupils were learning similarities and differences between stories and in Year 5 where they were exploring features of myths, are typical examples of pupils keen to participate and answer teachers questions. Similarly, Year 6 pupils made thoughtful and mature contributions following a video clip on diversity. Work in pupils books is generally well presented, although handwriting is not well developed in some year groups. Pupils know their targets and conscientiously respond to the feedback that they get when teachers mark their work.

There is a lot of good work on display in classrooms and in corridors that reflects both pupils enjoyment and their good understanding of culture and difference. They enjoy the home learning work, such as that on evaporation in Year 4, of which the pupils are very proud. Pupils are so keen to take responsibility that the staff are constantly looking for ways to include more pupils. Prefects and class ambassadors take their work very seriously and make a good contribution to the smooth running of assemblies and lunchtimes. Pupils have fewer opportunities to get involved in the local community. Pupils of all ages take good advantage of opportunities to stay safe and healthy. Older pupils know about the effects of a poor diet and abuse of drugs and alcohol. Younger pupils know about road safety and that bullying is wrong.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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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How effective is the provision?

All inadequate teaching has been eradicated and the quality of learning is increasingly good in lessons. Lessons often start well, with a clear purpose, and are carefully planned. Good opportunities are provided to develop pupils skills in speaking and listening, such as asking challenging questions and explaining vocabulary. But teachers do not always make the best use of pupils answers to extend the debate or move the learning on fast enough. Similarly, as the lessons progress, teachers do not always check on how well pupils understand and apply their learning sufficiently. Nevertheless, relationships between pupils and with staff are good and there is a purposeful learning atmosphere throughout the school.

Some parts of the curriculum have been developed, while other areas are under review. The curriculum for science has been reviewed recently and this is helping to give staff confidence in teaching this subject. Well-planned themed weeks enliven the curriculum and these are much enjoyed by pupils, such as diversity week and those for religious and cultural celebrations. A wide range of clubs occur throughout the year, even sometimes on Saturdays, and pupils are keen to take advantage of these.

As a result of appropriate levels of care, guidance and support, pupils and their families feel valued and confident that problems or concerns will be addressed. Inclusion of pupils with different backgrounds, needs and abilities is given suitably high priority, particularly for those who speak English as an additional language and who may have arrived recently in this country. The new inclusion team has been established specifically to evaluate and develop provision for particular groups. An audit of the different support programmes is already underway.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The way that the headteacher has galvanised the work of all staff is key to the success of the school. Her approach to school improvement has been adopted successively by other staff and is based on sound professional principles. This has improved their effectiveness and developed their professional practice. Above all, it has developed their confidence and successfully encouraged them to aspire to greater things for the pupils. This happens at all levels so that accountability and responsibility permeate the work of the school. This extends also to the pupils, who take good advantage of the weekly opportunity to challenge senior staff but then have to take responsibility for their part in any changes, such as behaviour at lunchtimes and purchasing equipment to use outside.

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The separate responsibilities of the two deputy headteachers works well to provide support and guidance for staff alongside appropriate levels of challenge. While one deputy headteacher works on the quality and use of assessments, the other supports teaching and learning through good quality training for staff. So as assessment has improved, so has the quality of teaching and learning. The deputy headteachers also work closely with the assistant headteacher, who has responsibility for the Early Years Foundation Stage and childrens centre. This ensures a whole-school approach to the provision and its effect on pupils outcomes. Staff know what to do and why, and are given the tools to be able to do it successfully. They are now held firmly to account for their respective roles and responsibilities. But alongside this, the way that senior leaders work with staff develops good professional relationships, including trust and effective communication. Staff morale is high.

Improvement in pupils outcomes is testament to the good attention given to equality of opportunity for individual pupils and different groups, as identified through improved systems of tracking and assessing pupils achievements. Tackling discrimination that could lead to inequality is also given a high profile in procedures and practices for safeguarding pupils welfare, including monitoring their attendance. The application of the attendance policy is working well to reduce absence and to give clear messages to families about the importance of being in school.

Members of the interim executive board give high priority not only to their statutory responsibilities, such as safeguarding pupils, but also to the things that are most important for the school at this time. They challenge the leadership team on the academic progress that pupils make. They have kept other aspects suitably under review such as their duty to promote community cohesion, with an audit undertaken recently. The board has very effectively established a firm footing from which to hand over responsibilities to a new governing body.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage, particularly in their language and social skills, which are generally low when they enter the Nursery. Careful transition arrangements help children to settle well and they work happily in a safe, calm and stimulating environment. They are beginning to cooperate well and share resources amicably. Under the careful guidance of adults, children are developing independence and confidence in their learning. Those who are new to English are confidently communicating in words and short phrases to describe their learning. The regular and differentiated teaching of the sounds that letters make is supporting early reading and writing well. The good curriculum is flexible and adapted to meet the needs and interests of children; for example, a focus on Super Heroes in the Reception classes was effectively encouraging boys to write. There are many good opportunities to develop childrens creative skills. Displays celebrate their achievements in this area and reflect the schools cultural diversity appropriately.

Resources are well organised and accessible so that children can make choices about what and how they learn. Adults are vigilant to the welfare and progress of individual children and well-focused observations and assessments are used to inform planning. Parents and carers are welcomed into school to share and contribute to the impressive Special Books that record childrens individual achievements. It is here that the foundations for good partnerships with parents and carers are laid and continue through the school.

The leadership of the Early Years Foundation Stage is ambitious and highly focused on raising childrens attainment. Teaching and provision have improved as a result of a well-structured development programme. For example, the outdoor area now provides a seamless extension of the indoor curriculum. Leaders are rightly reviewing the structure of the school day for Reception children to ensure that the afternoon session is just as productive as that in the morning.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

Questionnaires for parents and carers are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so. However, the school regularly seeks the views of parents and carers through questionnaires, including the recent survey for community cohesion, and a group of parents and carers met with an inspector. Findings from these activities suggest that parents and carers are confident that the school

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supports their children and that they can see how things have improved. They have some concerns about the quality of school meals and pupils also mentioned this to inspectors. The headteacher is seeking to address this in the near future.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



10 March 2011

Dear Pupils,

Inspection of Newport School, Leyton E10 6PJ

You will remember that I have now been to your school on three occasions to see how well the school is improving since it went into special measures. I know how hard you have been working with the staff to improve things and it is with great pleasure that I can tell you that your school no longer requires special measures because you are now getting a satisfactory standard of education. I know that you are very proud of your school and that the staff are very proud of all of you too.

So, although I will not be visiting you again I will remember lots of good things about you and your school. I have always been impressed with your good behaviour. I have also been impressed with your enthusiasm to take on extra responsibility as well as to take part in the many activities that staff provide for you, even the Saturday School! From this visit I will always remember the things that you told me about the Shakespeare Week, how much you enjoyed it and how you learned so much about his plays.

As always there is more to do and I know that the staff are very keen to make the school even better. I have suggested some points for improvement and you can help with these too by discussing them with staff and deciding how you can play your part. I know that you will want to help. The things that I have suggested are:

continue to develop the curriculum and teaching so that you make even more progress, especially in mathematics and science

continue to develop the work of school leaders, such as the year group leaders, the inclusion team and the new governing body.

There are more details about this inspection in my full report and I hope that some of you will read it with your families.

Yours sincerely,

Heather Yaxley

Her Majesty's Inspector

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