

Newport School

Newport Road, London, E10 6PJ

Inspection dates 25–26 June 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Achievement at this school has improved rapidly since the last inspection and is now outstanding. Pupils make excellent progress through the school from entry points which are below those expected for their age. By the time they leave the school in Year 6, standards in reading, writing and mathematics are now above average.
- Disabled pupils and those who have special educational needs receive very good support so that they can achieve well and catch up with their peers.
- Teaching and learning across the school have improved significantly from the previous inspection and are now outstanding. Teachers know the pupils very well and have very good working relationships with them so that they are keen to do their very best.
- The leadership of the headteacher, deputy headteacher and assistant headteachers is outstanding. They lead the school with energy and vigour and have developed the whole community. This has been a major driving force behind the rapid improvements shown at Newport.
- Pupils and their families are now very proud of their school and show great enthusiasm for their learning. They benefit from a rich curriculum with significant additional provision in the form of clubs and enrichment work.
- Pupils feel very safe in school and say that adults take very good care of them. They have a very good understanding of how to keep safe and act with considerable care and consideration towards one another. Behaviour is outstanding in classes and throughout the school, where there is a vibrant climate for learning.
- The governing body and the school's senior leaders have a very good understanding of the school's strengths and areas for development. They have acted with rigour to improve the quality of teaching and achievement since its last inspection and have the drive and ambition to continue to make the school even better.
- The school's caring atmosphere promotes pupils' spiritual, moral, social and cultural development very well. As a result, the school is a very happy and calm community.

Information about this inspection

- Inspectors visited 44 lessons or parts of lessons. Six of these were jointly observed with members of the senior leadership team.
- Inspectors heard pupils read and looked at samples of pupils’ work.
- Inspectors examined the 27 responses on Parent View (the government’s website for parents’ and carers’ views of schools), read letters addressed to them directly and took into account the outcomes of a staff survey.
- A discussion was held with a member of the local authority’s advisory staff and a formal discussion was held with pupils.
- Inspectors examined information on pupils’ progress and other school documentation, including safeguarding information.
- Inspectors held a discussion with three members of the governing body.
- Inspectors held discussions with parents and carers of pupils at the school and with members of the school staff.

Inspection team

Tim McLoughlin, Lead inspector

Additional Inspector

Fiona Robinson

Additional Inspector

Kanwaljit Singh (Lady)

Additional Inspector

Simon Frances

Additional Inspector

Full report

Information about this school

- The school is above average in size and is a growing three-form entry primary school. At the time of the inspection, there were four forms of entry in Reception and Year 1 and three forms in all other year groups. There are about equal numbers of boys and girls.
- Most pupils come from minority ethnic backgrounds. The largest groups are from Asian Pakistani, Black African and any other White backgrounds.
- A large number of pupils speak English as an additional language.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families) is above average. At this school, most of this group is made up of pupils eligible for free school meals and a small number of looked after children.
- The number of disabled pupils and those with special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils joining or leaving the school at times other than the usual start of the year is high.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Secure even more outstanding teaching by:
 - ensuring that tasks are always very closely matched to pupils' different abilities
 - building on the very effective work undertaken by the senior leaders in supporting and training teachers new to the school and enhancing their practice as necessary.

Inspection judgements

The achievement of pupils is outstanding

- Children enter the school's Early Years Foundation Stage with skills and abilities generally below those expected for their age. From this point, they make rapid progress and enter Year 1 with the expected skills needed to access the more formal work done in Key Stage 1. Taking into account their different starting points, the proportions of pupils making rapid progress in English and mathematics over time is high compared with national figures. As a result, by the end of Year 6, the majority of pupils attain standards that are above average.
- The rate of progress has increased dramatically since 2011 and is being maintained in 2013. The most dramatic improvement has been made in standards in reading, where pupils apply a wide range of skills to great effect.
- Pupils enjoy reading widely and often. Younger pupils make a very good start with their reading skills, due to the very good teaching of the sounds that letters make (phonics) and this creates a solid foundation for further learning.
- Pupils' progress increases as they move through Key Stage 2. This strong rate of progress relates closely to the quality of teaching. The progress of groups is very even and none, including those joining from other schools, underachieve. Pupils of minority ethnic backgrounds do very well when compared with national figures, especially Pakistani pupils.
- Disabled pupils and those who have special educational needs make particularly good progress as a result of the targeted support they receive. Pupils who join the school with English as an additional language make very rapid progress.
- The funding the school receives for those pupils eligible for the pupil premium is used well to offer these pupils extra support with their learning. Pupils have benefited from extra adult support and engagement with additional classes on Saturdays which has helped them to practise key skills. This approach has been so successful that the attainment gap often seen with this group of pupils has been reversed and they now achieve as least as well as, and frequently better than, their classmates. In mathematics and English this additional input means that these pupils are making approximately five terms' progress in the space of each three-term year.
- Pupils' spiritual, moral, social and cultural development is a very strong feature of the school.

The quality of teaching is outstanding

- Teaching is consistently good, with many examples of outstanding practice, and this has led to rates of pupil progress rising rapidly since the last inspection and pupils achieving highly.
- The school has a strong commitment to learning and teachers are very well supported and feel enthused to do their very best for the pupils. They have very high expectations of pupils and this is reflected in the excellent pace of much of the teaching at Newport.
- Teaching in mathematics and English is very strong because teachers make the lessons challenging and interesting for pupils. For example, in a typical English lesson in Year 5, pupils were experimenting in the use of complex sentences, which included words that sound the same but are spelt differently, to enliven their writing about practical work they had undertaken earlier.
- In many subjects, lessons are enhanced by the use of ICT and this often adds to pupils' breadth of understanding. For instance, a specialist music teacher captivated a Year 5 class as they explored the use of computer software to write and play a typical 12 bar blues pattern, making different sounds and noting the effect it had on the feel of the composition.
- In the Nursery and Reception classes, activities planned for the children are based around broad themes, for example *Lifecycles*, which help to captivate the children's natural interest and curiosity. They make good progress in all areas of their learning and adults work well with children in developing basic skills. Reading is taught very well throughout the school and children in the Early Years Foundation Stage get off to a very good start in learning phonics.

- Teachers' marking of pupils' work is outstanding. It provides clear feedback on how to improve, and targets set by teachers are made clear to pupils. Homework supports learning well and is enjoyed by the pupils. It is often practical project work which encourages parents and carers to engage more fully with the work pupils are doing in school.
- Disabled pupils and those who have special educational needs are taught well through an effective mix of individual and class support. Adults who work closely with these pupils make an important contribution to their good learning.
- Whilst a substantial proportion of the teaching is now outstanding, there are still a few lessons where tasks are not matched precisely enough to pupils' abilities. For example, activities planned during guided reading sessions are occasionally not interesting enough and do not always challenge pupils to work independently.

The behaviour and safety of pupils are outstanding

- Pupils have very positive attitudes to their learning. They concentrate on their work and persevere in order to complete tasks as best they can. They are polite, courteous and respectful to the adults who work with them in school.
- Pupils behave extremely well in lessons. Inspectors found no evidence of misbehaviour in the playground and the school had kept records to show that it had acted appropriately when there were minor incidents.
- Instances of bullying are few in number and pupils feel that the school is a peaceful community. The school promotes understanding of a range of religious faiths and cultures and encourages an atmosphere of tolerance.
- Parents and carers feel that behaviour is very good and well managed by the school. The involvement of pupils such as the Playground Ambassadors helps to create an orderly environment. The school uses the 'UN Rights of the Child Charter' as a basis for its highly effective behaviour policy.
- Attendance is above average and has continued to rise over the past two years. The school has an open-door policy in respect of its parents and carers and offers a number of well-attended workshops for them that go well beyond enabling them to support their children's learning but also helping them to access learning resources themselves. This enhances the classroom provision and helps to create a calm and welcoming atmosphere for parents, carers and pupils.
- Pupils are aware of the dangers they face in society and have a sound understanding of issues such as cyber-bullying and e-safety.

The leadership and management are outstanding

- Leaders have worked tirelessly to make rapid improvement to the pupils' achievement at this school. They have a clear vision for ensuring continued improvement, which is shared well with all members of the school community. Information from checking the quality of teaching is used fully to ensure that teachers are provided with the training they require in order to improve their practice.
- As a result of extremely thorough procedures when teachers join, those new to Newport settle in quickly and become very skilled practitioners. Innovative use of information and communication technology (ICT) has been made to train teachers so that all teaching is now at least good and much is outstanding.
- The headteacher manages teachers' performance well and ensures there is a good match between the quality of teaching and pay. Teachers have challenging targets linked to the Teachers' Standards and to pupil performance.
- Some middle leaders were new in post at the last inspection. Since then, they have developed a very good understanding of what is expected of them. They are now effectively using their

increasing expertise in the school to support the development of others and helping to check that teaching is of a consistently high quality.

- The school offers a creative curriculum, which pupils really enjoy. The leadership team have correctly identified that ensuring pupils have a very good grounding in their literacy and numeracy skills is a priority. Many pupils attend additional clubs and activities at school, which include a Saturday learning club as well as sports clubs and trips which support pupils' learning.
- The school promotes pupils' positive behaviour and understanding of the world in which they live through a broad range of experiences. These contribute particularly well to pupils' social, moral, cultural and spiritual development.
- The rapid progress evident for all pupils, whatever their needs, shows that the school promotes equality of opportunity extremely well and does not tolerate discrimination.
- The local authority has been very effective in its contribution to this vastly improved school.

■ **The governance of the school:**

- The governing body fulfils all its statutory duties effectively, seeking additional training where necessary, and ensures that arrangements for safeguarding pupils are robust. The budget is well managed and governors are perceptive in their discussions about the value of spending decisions and the impact these have on pupils' progress. As a result, the governing body has made good decisions about the spending of pupil premium funding. Governors rigorously manage the performance of the headteacher and offer appropriate support and challenge. They work very effectively with the headteacher to manage teachers' performance robustly and know what the school is doing to reward good teaching. The governors have a clear understanding of the school's strengths and areas for improvement, and know how well the school is performing in relation to pupils nationally.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103048
Local authority	Waltham Forest
Inspection number	400035

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Appropriate authority	The governing body
Chair	Maria Meehan
Headteacher	Prue Barnes
Date of previous school inspection	8 March 2011
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