

# Newtown Church of England Primary School

Queen's Road, Gosport, Hampshire, PO12 1JD

## Inspection dates

4–5 December 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that has serious weaknesses.

- Pupils' achievement is inadequate. Too few pupils attain what they are capable of because their progress is not good enough.
- Pupils do not achieve well enough in writing. They do not get enough opportunities to write for different purposes and at greater length in different subjects.
- Achievement in reading and mathematics by the end of Year 2 is not good enough.
- Teaching is inadequate. Not all teachers set high enough expectations of pupils.
- The pace of learning is often not brisk enough to engage pupils fully in learning.
- Too often, pupils are not sufficiently challenged by the tasks they are set and the questions they are asked, especially the more-able pupils.
- Marking and target setting do not give pupils enough guidance about how to improve their work, or about the next steps in their learning. Pupils do not have sufficient opportunities to apply advice about improvement.
- Where teaching is weak, pupils do not show consistently positive attitudes to learning.
- Checks on the quality of teaching and learning have not yet had enough impact on improving provision and the rates of pupils' progress.
- Over time, governors have not been well enough informed to ensure good accountability among staff for pupils' learning.

### The school has the following strengths

- The new leadership team, supported by middle leaders, has a realistic understanding of weaknesses in achievement and provision.
- Action taken has resulted in better tracking of pupils' progress and better arrangements to manage teachers' performance. Leaders are focused on improving the quality of teaching.
- In 2013, there was good improvement in pupils' achievement in mathematics at the end of Key Stage 2.
- The school makes effective arrangements for safeguarding, and provides good levels of care for pupils, who feel safe in school.
- The governing body's understanding of the weaknesses in the school's provision has improved. Governors now have the confidence to hold the school's leadership to better account.

## Information about this inspection

- Inspectors observed teaching and learning in 21 lessons, of which three were joint observations with the headteacher and the deputy headteacher. Inspectors also heard a sample of pupils in Years 1 and 2 read.
- Meetings were held with groups of pupils, members of the school’s staff, the Chair and Vice Chair of the Governing Body and another governor, and a telephone discussion took place with a representative of the local authority.
- Inspectors analysed the 52 responses that were recorded on the online survey (Parent View) by the end of the inspection, and spoke with small numbers of parents accompanying their children to school.
- Inspectors also took account of the 33 responses to the questionnaire for school staff.
- Inspectors observed the school’s work, and looked at a range of documents, including the school’s own data on pupils’ current attainment and progress, planning documentation, records relating to behaviour and attendance, and documents relating to safeguarding, performance management, the pupil premium, and the curriculum.

## Inspection team

Chris Grove, Lead inspector

Additional Inspector

Susan Gadd

Additional Inspector

Liz Strange

Additional Inspector

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.*

### Information about this school

- This is a primary school that is larger than average in size.
- The proportion of pupils supported by the pupil premium (which provides additional funding to support pupils known to be eligible for free school meals and the children of service families) is above average.
- The proportion of disabled pupils or those who have special educational needs supported through school action is broadly average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A new headteacher took up post in September 2013. The present deputy headteacher was appointed from September 2012.
- The breakfast club and the after-school club are managed by the governing body and formed part of this inspection.
- The school holds the Healthy Schools (Enhanced) award.

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

- Improve the quality of teaching so that it is at least good by ensuring that all teachers:
  - set more consistently high expectations for pupils' achievement
  - set a regularly good pace to learning in order to sustain pupils' motivation to achieve
  - provide more consistently good challenge to pupils' thinking and reasoning through a closer match of tasks and questions to the different groups, especially the most able
  - make the most effective use of time so that pupils are more highly productive when they undertake set tasks.
- In the Reception classes, make sure that the teaching regularly includes well-structured work on phonics and on letter formation so that children make improved progress in developing their early writing skills.
- Accelerate pupils' progress in writing in all key stages, in order to match their more rapid progress in mathematics, by:
  - ensuring that pupils have good opportunities to practise writing at greater length and in different subjects
  - making sure that pupils develop a clearer understanding of the next steps in their learning through improved use of target setting, better feedback from marking and consistently good opportunities to apply advice about improvement.
- Improve the effectiveness of leadership and management at all levels, including governance, by:
  - checking the quality of teaching and learning rigorously and communicating consistently high expectations of teaching staff
  - having a greater emphasis on actions to accelerate pupils' rates of progress and providing sharp advice about what teachers could do to improve their practice.

## Inspection judgements

### The achievement of pupils

### is inadequate

- Pupils' achievement in writing is inadequate. Pupils make slow progress because writing skills are not taught well enough. As a result, attainment in writing is not high enough at the end of the Reception year, Year 2 and Year 6. Pupils' attainment in writing by the end of Year 6 has declined year by year since 2011. More-able pupils, in particular, do not achieve as well as they should.
- In reading and mathematics at the end of Year 2, pupils' attainment is well below average, and their achievement is inadequate. Again, more-able pupils are underachieving.
- Pupils' attainment by the end of Year 2 has fallen in each year since 2011. In 2012, attainment in writing and mathematics was significantly below average. Attainment declined further in both these subjects in 2013, and was again significantly below average, as was attainment in reading.
- When children first enter the school, their knowledge and skills are below those typically found. They do not make sufficient progress to close these gaps fully. By the end of the Reception year, too few exceed expected levels of attainment in any area of learning. Furthermore, in comparison with other areas, children's writing skills are markedly less well developed.
- In contrast to the picture with writing, pupils' good progress in mathematics has led to above average levels of attainment at the end of Year 6. This was a marked improvement on pupils' performance in mathematics in previous years. Inspection evidence suggests this is continuing.
- The achievement of disabled pupils and those who have special educational needs is similar to that of other pupils. Their achievement, therefore, is also inadequate.
- The achievement of pupils eligible for the pupil premium requires improvement, not because additional funding is not used appropriately, but because of the variability in teaching quality affecting all pupils. At the end of Year 6 in 2012, pupils supported by the pupil premium attained slightly lower scores in reading, higher scores in writing and similar scores in mathematics, in comparison with other pupils. In 2013, eligible pupils again attained higher scores in writing, and markedly higher scores in reading. By contrast, their attainment in mathematics was lower than that of others, where the gap in attainment equated to about one term.
- Appropriate use is made of pupil premium funding, mainly to support these pupils to make improved progress in literacy and mathematics. In addition, the funding has enabled the employment of a home-school link worker, and an emotional literacy support assistant, specifically to foster good relationships and to provide counselling and support for pupils and families who may be vulnerable. This reflects the commitment to promoting equal opportunities and to tackling discrimination.

### The quality of teaching

### is inadequate

- The quality of teaching is inadequate because it has resulted in pupils' inadequate achievement.
- Not enough teaching is of sufficient quality to secure consistently good progress by pupils. One important reason is that not all teachers have high enough expectations about what pupils can achieve. Another reason is that not enough teaching and learning are conducted at a sufficiently brisk pace to engage pupils fully in their learning.
- School leaders rightly expect that teachers should devise appropriately demanding tasks for groups of pupils of different abilities. However, in practice, the match of tasks to pupils does not consistently provide appropriate levels of challenge. Furthermore, teachers too rarely match their questions carefully to different groups of pupils, for instance to allow the more able to demonstrate understanding through their explanations or reasoning.
- Even when lessons are well paced, teachers do not routinely indicate the length of time available for completion of set tasks so as to help pupils to be as productive as possible.
- Teachers' marking does not provide enough feedback to pupils about how they could improve

their work and, even where feedback about improvement is given, there are too few opportunities to apply the advice. Similarly, teachers do not point pupils sufficiently towards the next steps in their learning, for example through the use of targets.

- One important reason for the school's lower attainment in writing is that there are not enough opportunities to practise and learn the complex skills involved in writing for different purposes and at greater length in different subjects.
- In a similar way, there are too few opportunities for children in the Reception classes to develop early writing skills, for example through practice of letter recognition and formation, and through the application of their knowledge of phonics (linking sounds with letters).
- In contrast to weaknesses seen in some teaching and learning, there are also instances of good teaching. In a Year 6 mathematics lesson about solving time problems, for example, pupils made good progress because of the well-judged levels of challenge. In a Year 2 class, the teacher's high expectations, brisk approach and effective assessment of pupils' understanding resulted in good progress towards applying their knowledge of the five-times table.
- Across the school, teachers and learning support assistants enjoy good relationships with pupils. For this reason, the great majority of parents agreed in their responses to the online survey that their children are happy at school.

### **The behaviour and safety of pupils**

### **require improvement**

- Pupils do not always show good attitudes to learning. For instance, they do not concentrate consistently well in lessons. This indicates that there are aspects of behaviour which require improvement.
- Although it is clear in the best lessons that pupils' attitudes contribute positively to their learning and progress, this is much less evident elsewhere, especially where teaching is less than good. Inconsistencies in pupils' attitudes to learning largely reflect teachers' differing expectations of pupils' achievement, and differences in the pace of learning and effective use of time in lessons.
- Pupils are well behaved around the school, in the playground and in the hall at lunchtime.
- Pupils feel safe at school. Their views are supported by the surveys, where almost all parents who responded and every member of staff who took part agreed that pupils are safe.
- Pupils understand the different forms that bullying may take. The school's logs indicate that bullying is rare. Effective procedures are in place to address any bullying that does occur. A majority of parents and most members of staff who took part in the surveys agreed that the school deals effectively with bullying.
- There have been no permanent exclusions, and a very low rate of fixed-term exclusions.
- Levels of attendance are above average. The school has very good procedures to track and follow up attendance issues.
- The breakfast and after-school clubs are well supervised. The breakfast club provides healthy food and enjoyable activities for pupils, promoting good attendance by offering a positive start to the school day.

### **The leadership and management**

### **requires improvement**

- The leadership and management of the school require improvement because, over time, there has been insufficient impact on improving the quality of teaching and pupils' achievement, particularly in writing. Nevertheless, new leaders have been successful in improving pupils' progress in mathematics as well as setting higher expectations through better use of data and introducing more rigorous systems for monitoring the performance of teachers. This shows that the leaders and governors have the capacity to improve the school further.
- Senior and middle leaders have renewed the focus on checking the quality of teaching and pupils' progress. However, there is not always enough emphasis on judging the extent of pupils' achievement and progress when assessing the impact of teaching. Advice to teachers about

what they should do to improve their practice has not always been sharp enough.

- The new headteacher communicates an ambitious vision for the future of the school. In a short time, she has worked with the deputy headteacher and other leaders to conduct an initial evaluation of strengths and weaknesses in the school's management systems and leadership arrangements. This has led to improved accuracy in the assessment of pupils' performance, resulting in better tracking information.
- As part of the drive to improve pupils' progress, the annual performance management process has been appropriately used to set challenging targets for each class teacher. School leaders have also taken action to gauge and improve the quality of teaching, although it is too soon to judge the impact on raising pupils' achievement.
- Most staff and most parents express confidence in the school's leadership and management. One member of staff described the new headteacher as having 'a whole-school vision, very high expectations and a passion to ensure children are given the best possible education'.
- The curriculum does not yet fully meet the needs of all pupils, and links between subjects are not well established, for example to provide better opportunities for pupils to apply their writing skills.
- Provision for religious education and personal, social and health education, in particular, and the topics discussed in school assemblies, all contribute well to pupils' understanding of values, and their spiritual, moral, social and cultural development.
- The school is making effective use of the primary sport funding, for example by providing staff training in cricket. The school shares with other local schools a sports coach who works alongside teachers to improve their planning and teaching of physical education and sports, and to extend pupils' participation. The school holds the Healthy Schools (Enhanced) award in recognition of the promotion of pupils' physical well-being.
- The school continues to enjoy the clear support of parents, as is shown by their very positive responses to the online survey. Most respondents would recommend the school to other parents.
- School leaders maintain a rigorous focus on all aspects of child protection and safeguarding, and ensure that arrangements fully meet requirements.
- Following the change in school leadership, and the headteacher's robust evaluation of weaknesses in the school, the local authority has monitored the school more closely, and has rightly judged that it warrants a higher priority of support for necessary improvements in teaching and pupils' achievement.
- The new school leadership has accurately evaluated the school's performance and has set in place robust improvement planning to address the weaknesses identified, for example in assessment and tracking arrangements and teachers' performance management. The deputy headteacher and the middle leaders have been empowered through effective training and support, and are being held to close account for their leadership responsibilities. Monitoring of classroom teaching has increased in frequency and rigour.
- **The governance of the school:**
  - Following the headteacher's re-appraisal of the school's provision and pupils' achievement, the governing body now has a realistic understanding of present strengths and weaknesses, and shares the new leadership's vision for improvement. Governors recognise the implications of referring to nationally produced data on the school's performance, to identify precisely where the school has underperformed. They take seriously their role of managing the headteacher's performance. However, governors judge in retrospect that they have not had enough information to undertake the role, or to assess the rigour of arrangements to appraise and reward other staff. They acknowledge the value of the current, more exacting, approach to teachers' performance and salary progression. Governors are well informed about how pupil premium funding is spent and are clear that better use of the additional funding has enhanced the impact on eligible pupils' achievement. Inspectors recognise their increased capacity to hold the school to good account as a result of their training to select and appoint a new headteacher.

## 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

<b>Unique reference number</b>	116336
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	426453

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	410
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kerry Beel
<b>Headteacher</b>	Karen Russell
<b>Date of previous school inspection</b>	27–28 September 2011
<b>Telephone number</b>	02392 584048
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