

Newington Academy

Dairycoates Avenue, Hull, HU3 5DD

Inspection dates

11–12 June 2014

| Overall effectiveness | Previous inspection: | Not previously inspected | |
|--------------------------------|----------------------|--------------------------|----------|
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Newington Academy is a happy, caring school where diversity is celebrated and pupils work and play happily together.
- Achievement is good. From very low starting points when they join the school, pupils make good progress in reading, writing and mathematics.
- All groups of pupils, including those eligible for the pupil premium, achieve well because the school provides effective support.
- Teaching is good. Pupils enjoy their learning and are keen to do well because activities are interesting and fun.
- Pupils' behaviour is good. They listen carefully to adults and are considerate and polite as they move around school.
- Pupils feel safe at school because staff take good care of them. They learn how to keep themselves and each other safe.
- Leaders' checks on the quality of teaching and pupils' achievement are frequent and thorough.
- Governors support and challenge the school. They are knowledgeable and track the work of the school closely.
- Attendance is average. The school keeps a constant check on the few pupils who do not attend regularly.
- Pupils' spiritual, moral, social and cultural development is supported through lessons, assemblies and extra activities.

It is not yet an outstanding school because

- Teachers' expectations of what pupils can achieve in lessons are not always high enough.
- Occasionally, the tasks given to some pupils are not at the right level and do not stretch them to achieve the very best they can.
- There are missed opportunities to share the best practice that exists in the school.
- Middle leaders are not yet fully involved in the rigorous checking of the quality of teaching.

Information about this inspection

- Inspectors visited 16 lessons or parts of lessons, two of which were observed jointly with senior leaders. They looked at a range of pupils' work and heard a number of pupils from Years 2 and 6 read.
- Meetings took place with the headteacher, senior teachers, staff and groups of pupils, the Chair of the Governing Body and the regional director of the Academy Trust.
- Inspectors looked at a range of documentation, including the schools' data on pupils' progress and records relating to pupils' behaviour, attendance and safeguarding.
- Inspectors observed morning playtime and lunch breaks and attended assemblies. Displays around school and in classrooms were also examined.
- Inspectors were unable to take into account responses to the on-line questionnaire (Parent View) as there were too few to register. However, inspectors did chat informally with a small number of parents and looked at the results of the school's own survey of parents' views. The views of staff and pupils were also considered.

Inspection team

Christine Millett, Lead inspector

Additional Inspector

Susan Hall

Additional Inspector

Susan Twaits

Additional Inspector

Full report

Information about this school

- Newington Academy is part of the Academies Enterprise Trust (AET). It became a sponsored academy on 1 September 2012.
- Newington Academy is an average-sized primary school.
- The large majority of pupils are of White British heritage. Other pupils come from a range of ethnic backgrounds.
- The proportion of pupils who speak English as an additional language is slightly above the national average.
- The proportion of pupils eligible for the pupil premium funding is well above that found nationally. The pupil premium is additional funding for those pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of pupils supported through school action is in line with the national average. The proportion supported at school action plus or through a statement of special educational needs is above that found nationally.
- The proportion of pupils who start and leave the school at different times of the school year is above average and increasing.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- Since the school was inspected as Newington Primary School in 2010, there have been a number of changes in staffing, including the appointment of a new headteacher. A new deputy headteacher has been appointed and will take up post in September.

What does the school need to do to improve further?

- Improve the quality of teaching across all year groups from good to outstanding by:
 - raising teachers' expectations of what pupils can achieve in lessons, including the more able
 - making sure that tasks and activities are set at the right level and stretch all pupils to achieve to the very best of their ability
 - sharing the best practice that already exists in the school
 - developing the role of middle leaders more fully in the rigorous checking on the quality of teaching in the school.

Inspection judgements

The achievement of pupils

is good

- From their individual starting points, pupils make good progress overall during their time in this school.
- Children enter the Nursery class with skills and knowledge that are well below those typical for their age in all areas of development. A well-planned range of stimulating activities, attractive resources and supportive adults right across the Early Years Foundation Stage ensure that children adapt quickly to set routines and enjoy learning. They make good progress by the time they join Year 1.
- The proportion of pupils reaching the required standard in the Year 1 national reading check is below the national average. However, many pupils are catching up by the end of Year 2.
- Good levels of progress continue in Key Stage 1. Standards at the end of Year 2 have risen and are close to the national average in reading, writing and mathematics. However, the proportion of pupils reaching the highest levels is still below the national average.
- Similar improvements are being seen by the end of Year 6. In 2013, for example, Year 6 pupils' standards in writing and mathematics were above those found nationally and in line with national results in reading. The most recent assessments show similar results but with a greater proportion of pupils reaching the higher levels in reading and mathematics.
- The work in pupils' books and the detailed information the school gains from checks on pupils' progress show that the most pupils across the school are achieving well with some now making better than expected progress.
- Pupils supported by the pupil premium funding, including those known to be eligible for free school meals, make good progress. School assessments show the attainment of these pupils, in reading, writing and mathematics in the different year groups is similar to that of their classmates because of the effective use of the funding to support their learning. At the end of Year 6, there is no gap between the attainment of this group of pupils and others in their class in English and mathematics.
- Disabled pupils and those who have special educational needs achieve well overall. However, progress is variable often because of the complexity of their individual needs.
- Those pupils from minority ethnic groups or who speak English as an additional language make good progress because of good quality support such as one-to-one or group support. The most able make good, often outstanding progress throughout school.
- Pupils who start school other than at the usual times settle quickly and make rapid progress, particularly those who are learning English as an additional language.
- Those pupils whom inspectors heard to read did so confidently and with good expression. They work out new words using a range of skills. Older pupils speak enthusiastically of the books they have read and their favourite authors. They recommend books they have enjoyed to their friends.

The quality of teaching

is good

- Teaching across the school and in all subjects is good. Pupils enjoy learning and say they 'are never bored'. Another went on to describe how teachers teach them 'the steps in learning how to do something new'.
- Pupils are keen to learn. However, sometimes teachers' expectations of what pupils are capable of achieving are not high enough and the work set is not at the right level and lacks sufficient challenge to push them on to do better.
- Most learning includes a range of tasks for pupils that take into account their different needs and abilities. In a Year 1 class, for example, five groups of pupils were set the problem of classifying a selection of toys with varying degrees of complexity. Ranging from using actual toys to having to decide on their own groupings, this activity was well suited to the different abilities and

generated a great deal of worthwhile discussion. However, this good practice is not always evident across the school with the result that not all pupils are achieving as well as they might.

- Relationships are good. Teachers work well to develop pupils' social and emotional as well as their academic skills. As a result, pupils join in with class activities with enthusiasm and confidence. This was particularly evident during an assembly when the children in the Reception class recited, faultlessly, the entire story of *Superworm* to the whole school.
- Pupils know how well they are doing because of the good quality of marking that is consistent in quality across the school. Teachers' written comments in books make it clear to pupils what they have done well and how they can improve. Pupils are given time to complete corrections or follow up on the advice given.
- There is good use of other adults in the classroom to support pupils with special educational needs, those new to English, as well as others. Teaching assistants model language well and their good questioning helps pupils learn.
- Regular assessment successfully identifies pupils' wide-ranging and sometimes complex needs, ensuring that the extra help pupils need is available. This also illustrates the school's commitment to ensuring equality of opportunity for all pupils.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils' behaviour in and around school is good. Lunchtime is a very social occasion where pupils sit together and chat sensibly with their friends making it a pleasure to use the dining hall. Pupils are proud of the wide range of nationalities that are represented in school.
- Pupils are polite and friendly and talk willingly about their work and school. They use words such as 'amazing', 'kind', 'fun', 'respectful', 'enthusiastic' and 'safe' to describe their school.
- Pupils want to do well. Lessons start promptly and attitudes to learning are good. In class, they listen politely, and from an early age, cooperate well, for example, when working in groups.
- Pupils have many opportunities to be involved in the life of the school. They take on responsibilities either in their classrooms or around school, some of which they have to apply for. For example, they take on roles such as toothbrush helper, playground buddy or school councillor. Even the very youngest are starting to take responsibility for their equipment by tidying away things they have used.
- Parents, staff and pupils spoken with agreed that behaviour is good. Pupils have a good understanding of the different types of bullying, including cyber-bullying. They are confident that staff would step in to sort out any difficulties they may have.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school. They learn to keep themselves and others safe through the subjects they are taught and visitors such as representatives from the emergency services or the National Society for the Prevention of Cruelty to Children (NSPCC).
- Close partnerships between the school and external services ensure that the most vulnerable pupils are cared for well.
- Attendance is average. Staff are reducing the number of persistent absentees successfully.

The leadership and management are good

- The headteacher, well supported by other senior leaders, has created a welcoming and purposeful climate for learning. Leaders, teachers, support staff and governors are committed to doing their very best for the benefit of pupils in the school.
- The headteacher and senior leaders have ensured that teaching is consistently good by observing lessons, looking at pupils' work and checking assessments of pupils' progress over time. They then make sure that feedback to teachers is supported by suitable training to help them improve further.

- Leaders in charge of subjects do not check regularly enough on the quality of teaching and learning across all year groups and best practice is not always shared. This limits their impact upon the pupils' achievement.
- The school has clear systems for assessing pupils. Through regular meetings, senior leaders hold teachers to account for the amount of progress pupils make. This is linked to teachers' targets and the performance management of staff.
- The range of subjects taught are often linked together through a chosen theme or topic. Pupils are motivated by different events and visits, for example, by a trip to the seaside at Bridlington.
- Pupils' spiritual, moral, social and cultural development is supported well through the different subjects taught and extra activities. Pupils take part in musical and sporting activities as well as growing fruit, vegetable and flowers in the extremely attractive school garden. The latter also provides a quiet place for pupils to reflect.
- The government's additional primary school sport funding is being used to extend the range of sports taught, for example, to include boxing, circuit training and fitness. It has also led to good quality sports provision at lunchtimes.
- The school has a good relationship with parents. They are encouraged to come into school and to this end, a recently refurbished parents' room has been made available. Those spoken with held very positive views of the school.
- Since becoming an academy, the school has maintained a good relationship with the local authority and continues to buy into the services they provide, as needed.
- The regional director from AET maintains regular contact with the school. The trust has provided valuable training opportunities for staff enabling them to visit similar schools in other parts of the country to develop expertise. A rigorous system for evaluating the work of the school has also been put in place.
- **The governance of the school:**
 - The governing body support the school well while holding it account. Governors are knowledgeable about the school and pupils' achievement because of the information they receive from the headteacher, other senior leaders and staff, and as well as their regular visits. They know about the quality of teaching. They ensure that staff performance is linked to pay, especially in relation to teaching and pupils' progress. They are prepared to undertake additional training to widen their understanding. Governors are aware of the additional funding that the school receives, for example, the pupil premium and the primary school sport funding, and how these are used to support pupils and their impact upon learning. Governors ensure that safeguarding arrangements meet statutory requirements.

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

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|--------------------------------|----------------------------|
| Unique reference number | 138677 |
| Local authority | Kingston upon Hull City of |
| Inspection number | 440056 |

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

| | |
|--------------------------------------------|--------------------------------|
| Type of school | Primary |
| School category | Academy sponsor-led |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 298 |
| Appropriate authority | The governing body |
| Chair | Ian Turnbull |
| Headteacher | Steve Kernan |
| Date of previous school inspection | Not previously inspected |
| Telephone number | 01482 305630 |
| Fax number | 01482 305631 |
| Email address | contactus@newingtonacademy.org |

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