

Newport Church of England Aided Primary School

Hazel Close, Carisbrooke Meadows, Newport, Isle of Wight, PO30 5GD

Inspection dates 23–24 April 2015

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Leaders have not yet ensured that teaching is good throughout the school. As a result, pupils' progress is not consistently good, especially in Key Stage 2.
- Boys' achievement in writing is weaker than girls' throughout the school. More able pupils are not challenged adequately in their learning.
- Pupils do not study subjects other than English and mathematics in sufficient depth. Teachers have lower expectations for the work pupils produce in lessons, other than for mathematics and English, and provide less effective feedback.
- Pupils are not given enough opportunities outside mathematics and English lessons to practise and extend their basic literacy and numeracy skills.
- Pupils do not develop information and communication technology (ICT) skills systematically, or apply them fully in learning.
- Behaviour requires improvement. Notably, some pupils in Key Stage 2 have not developed the concentration and persistence needed to learn well.
- The attendance of pupils supported by the pupil premium is lower than other pupils, and is not improving quickly enough.
- Governors have not held leaders to account sufficiently. They have been too ready to accept information without adequately checking its accuracy. The school's work to keep pupils safe requires improvement because governors do not monitor site risk assessments regularly enough.
- Some parents express a lack of confidence in the leadership and management of the school.

The school has the following strengths

- Senior and subject leaders are showing they can improve teaching, so that an increasing proportion is now good. Where weaknesses remain, effective action is being taken by the interim headteacher.
- Pupils in Key Stage 1 are on track to achieve the learning expected for their age. In Key Stage 2, the proportion of pupils on track to attain these levels is increasing.
- Rapid progress in Year 6 since January has significantly boosted pupils' readiness for secondary school.
- Disabled pupils and those with special educational needs make good progress. Gaps between the achievement of pupils supported by the pupil premium and others are closing, in some cases rapidly.
- Early years provision is good.
- The new Chair of the Governing Body leads with determination. Systems to hold leaders to account are developing rapidly. Governors have a clear vision for the long-term future of the school.

Information about this inspection

- This inspection followed five monitoring visits in connection with the school being judged to require special measures at its previous inspection.
- Inspectors observed teaching in every class, including nine joint observations with senior leaders. Inspectors observed a class assembly.
- Inspectors heard pupils read and looked at pupils' work in their books and on display.
- Meetings were held with the interim headteacher and other leaders, governors, and a representative from the local authority.
- Inspectors met with a group of pupils, observed playtime and lunchtime, and talked with pupils and staff around the school.
- Inspectors talked with parents at the start of the day. Account was taken of 40 responses to the online questionnaire (Parent View) and an email from one parent. Responses to the staff questionnaire were also analysed.
- Inspectors looked at a range of documents, including plans for what pupils will learn, the school's evaluation of its own performance and improvement planning, information relating to the school's use of government sport funding and the pupil premium (additional government funding to support pupils receiving free school meals and those who are looked after).
- Checks were made of arrangements for keeping pupils safe, pupils' attendance records, behaviour and incident logs, and minutes of governing body meetings. Inspectors scrutinised records of how pupils' learning is tracked and analysed, and records of the quality of teaching.

Inspection team

Siân Thornton, Lead inspector

Her Majesty's Inspector

Laura Dickson

Additional Inspector

Fiona Robinson

Additional Inspector

Full report

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.

Information about this school

- Newport Church of England Aided Primary School is a larger-than-average-sized primary school.
- The proportion of pupils known to be eligible for free school meals, for which the school receives additional pupil premium funding, is below average.
- Most pupils are of White British heritage. The proportion of pupils from minority ethnic backgrounds is well below average, as is the proportion of pupils who speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs is below average.
- In 2014, the school did not meet the government's floor standards, which set out the minimum expectations for pupils' attainment and progress.
- Pupils attend the early years provision full time.
- The headteacher of Wroxhall Primary School is serving as interim headteacher from January to August 2015. Governors are currently recruiting senior leadership for September.

What does the school need to do to improve further?

- Improve teaching so that all groups of pupils achieve well in all their learning, by ensuring:
 - all pupils, especially boys, engage positively in writing activities, developing the motivation and skills needed to write well for a range of purposes
 - the most able pupils are consistently challenged to attain levels higher than expected for their age
 - pupils study all subjects in sufficient depth, producing work of a suitable quality and quantity, with meaningful opportunities to practise and extend their reading, writing and mathematics skills
 - teachers have high expectations for pupils' learning in all subjects, and provide regular, effective feedback to pupils about all their work
 - all pupils systematically develop ICT skills, making suitable use of ICT to assist their learning
 - all lessons are suitably paced and well organised: moving learning on to maintain pupils' interest, but not so quickly as to interrupt pupils' progress.
- Improve behaviour and safety by ensuring that:
 - all pupils, particularly boys in Key Stage 2, develop the habits needed for good learning, including the ability to listen and concentrate for extended periods and to work hard when activities are challenging
 - all pupils supported by the pupil premium achieve good attendance.
- Improve leadership and management, and boost parents' confidence, by ensuring:
 - effective senior leadership continues in the long term, and parents are kept well informed
 - governors hold leaders firmly to account, especially for teachers' performance, with rigorous checks on the accuracy of information provided by the school and a secure cycle of activities to ensure thorough evaluation of the school's overall effectiveness, including in checking site risk assessments
 - leaders rigorously check the quality of pupils' learning across all subjects.

Inspection judgements

The leadership and management

require improvement

- Since the last inspection, the deputy headteacher has led determined action to improve teaching in the school. Nevertheless, more remains to be done to ensure it is consistently good. Recruitment difficulties have undermined good quality teaching in Key Stage 2 and, until recently, senior leaders did not deal effectively with identified weaknesses in this phase.
- Since January, action by the interim headteacher has led to acceleration in the pace of work to improve teaching, and therefore in pupils' progress, especially in Year 6 and Year 4.
- The special educational needs coordinator ensures that disabled pupils and those with special educational needs are swiftly identified and appropriate support provided. She has developed the teaching assistant team to be effective. She closely tracks pupils' progress, keeps in touch with parents and links well with external agencies. The special educational needs coordinator also closely monitors the progress of pupils supported by the pupil premium, ensuring they receive any additional support they require.
- Middle leaders for English and mathematics are increasingly effective. They regularly check teaching and pupils' work, and monitor pupils' progress. They are aware of the need to improve writing and boost the achievement of the most able pupils.
- A scheme has been introduced to implement the revised National Curriculum, in a series of 'Discovery' topics. However, leaders have not checked adequately how well classes are covering different subjects, the quality of pupils' work, or the feedback teachers provide.
- Senior leaders have fully adjusted the school's assessment systems for the revised National Curriculum. Pupils' individual targets are set with these goals in mind, and progress towards expectations for the end of each key stage in reading, writing and mathematics is tracked accurately.
- The school uses pupil premium funding well, including extra teaching and skilled classroom support. Family support has begun to improve attendance, but not sufficiently.
- Additional government sport funding is being used efficiently. Expert coaches provide specialist teaching and train staff. The range of after-school clubs has increased significantly, including archery, martial arts, seated volleyball, and dance. Participation has increased, so that sports clubs are over-subscribed.
- The school makes good provision for pupils' spiritual, moral, social and cultural development. Assemblies and adults' example encourage pupils to reflect on their own and others' feelings. A recent 'space day' helped older pupils think deeply about our planet and our place in the universe. Pupils regularly raise money for charities, including on their own initiative. Adults' conspicuous care for the school's environment communicates the importance of learning, with prominent displays celebrating pupils' success. Pupils readily take up responsibilities, for example helping in the playground, organising sports day, assemblies and seasonal events. 'Discovery' lessons provide rich cultural influences, especially in art.
- Pupils are well prepared for life in modern Britain. They learn about a range of faiths and family lifestyles, recently exchanging letters with pupils from a Muslim school on the mainland. A display near the Year 6 classrooms promotes wide-ranging careers, and visitors (most recently a doctor and an archaeologist) regularly represent the 'world of work'.
- The school actively promotes the fundamental British values of tolerance, equality, free speech and democracy. School councillors are elected by their peers. Relating to the general election, Year 5 pupils recently wrote 'manifestos' and prepared campaign speeches. 'Justice' and 'responsibility' are promoted in prominent displays, reminding pupils of the school's behaviour policies. Recently, governors explained equality legislation to school council members, before asking them to write questions for headteacher interviews.
- The school works hard to promote equality and tackle any discrimination. All adults demonstrate positive attitudes to one another, encouraging good relationships between pupils. Bullying and racist incidents are extremely rare, but recorded and acted upon swiftly if they do occur. The special educational needs coordinator insists that any disabled pupils and those with special educational needs are treated with appropriate dignity and respect. Leaders are working to ensure all pupils achieve well, although recognise there is work to do.
- The school meets all requirements for safeguarding, including when recruiting staff and child protection.
- The local authority has provided extensive support since the last inspection. This has contributed well to the development of leadership and improvements in teaching. The local authority is working closely with the governing body and the diocese in planning for the future leadership of the school.

■ The governance of the school:

Until very recently, governors did not hold leaders to account well enough, particularly for the management of teachers' performance and their pay. Since January, the new Chair of the Governing Body has ensured that the required processes are in place. As a result, governors have a very clear picture of the quality of teaching, and where action is being taken to secure improvement.

Governors are well trained in the use of information about pupils' progress, and consider this routinely in the school improvement committee. Governors have checked closely, over an extended period, the progress of disabled pupils and those with special educational needs and those supported by the pupil premium. The needs of these groups have been central to governors' decisions about the spending of the pupil premium and government sport funding, and about staffing. Governors regularly review the use and impact of this funding, so they are aware of concerns such as the attendance of pupils supported by the pupil premium, and are carefully monitoring the impact of work to improve this.

Governors are working closely with the local authority and the diocese to plan their long term vision for the future of the school, including financial planning and plans for senior leadership from September. However, a number of parents expressed concern that they are not kept well enough informed by governors about this, undermining confidence in the leadership and management of the school.

The Chair of the Governing Body has taken effective steps to improve significantly the operation of the governing body. A skilled and experienced clerk is in place, each governor has specific responsibilities, and governors make regular purposeful visits to the school. However, these systems are not yet routine and the governing body does not have a sufficiently systematic approach to receiving a full range of reports from leaders, including in checking site risk assessments.

The behaviour and safety of pupils

require improvement

Behaviour

- The behaviour of pupils requires improvement.
- Pupils in Key Stage 1 work hard during lessons. In Key Stage 2, this varies from class to class. Some pupils in Key Stage 2 have not developed the habits of a good learner, losing interest if work is challenging or they have to listen to adults' explanations for any length of time. In particular, some boys are reluctant to write at any length.
- Most pupils take pride in their English and mathematics work. They present their work neatly and respond thoughtfully to teachers' marking. However, this is not the case in pupils 'Discovery' work books, where work is often poorly presented.
- All staff and pupils are aware of the school's behaviour policy, rewards and sanctions are well known and applied consistently.
- Pupils behave well around the school. They are courteous and polite, showing respect to one another, the environment and equipment. Inspectors saw pupils behave impeccably, coming in after play.
- Pupils readily contribute to the smooth running of the school, serving as anti-bullying ambassadors, house captains, and on the school council.
- Pupils told inspectors that all social times are enjoyable, but that playtimes are better than lunchtime. The school's records show that a relatively high level of lunchtime incidents has recently reduced significantly, linked to staff training and the availability of the emotional learning support assistant to help pupils resolve any problems. Lunchtime staff value the way senior leaders closely oversee their work.
- Some parents who inspectors met were positive about behaviour in the school and the communication they receive. Others expressed concerns that incidents are not always dealt with effectively, and parents are not well enough informed. Inspectors found leaders make full records, include the views of all parties when resolving conflicts, but need to ensure all parents feel well informed of the outcome.
- Pupils' attendance and punctuality have improved to national levels. However, the attendance of pupils supported by the pupil premium is lower than for others in the school, and not improving rapidly enough.

Safety

- The school's work to keep pupils safe and secure requires improvement.
- The premises are safe and secure, and regularly checked by leaders and premises staff. Risk assessments are undertaken as required. However, governors do not routinely receive reports about this.
- Pupils understand that bullying is wrong and that it can take many forms. They told inspectors they do not experience bullying, but they know they should tell an adult straight away if necessary, and they are sure firm action would be taken. Pupils are clear about the need to stay safe on-line and how to achieve this.

The quality of teaching requires improvement

- While teaching has improved since the last inspection, inconsistencies remain. As a result, pupils' achievement varies between year groups and classes, especially in Key Stage 2.
- In Key Stage 1, pupils are taught systematically key skills for reading, writing and mathematics. Pupils read regularly to adults in school and at home, and respond well to teachers' high expectations for their handwriting and spelling, including phonics (the sounds letters make). Teachers devise writing activities which motivate and interest the class. In Year 2, inspectors saw pupils enthusiastically using dictating machines to prepare sentences for letters of complaint.
- Sometimes in Key Stage 1, teachers organise over-complicated lessons where too much of their time is taken up in managing the learning, or pupils' concentration is disrupted by having to move on to different activities too soon.
- In Key Stage 2, all teachers plan carefully to meet the wide ranging needs of their classes, especially in Years 4, 5 and 6 where some pupils have gaps in their previous learning. In most lessons, pupils are motivated by confident teaching which equips and challenges them to succeed. However, in cases where the teacher's subject knowledge is less secure, teaching proceeds too slowly so some pupils, particularly boys, lose interest.
- In Year 2 and Year 6, teachers ensure the most able pupils start work at a suitable level before moving ahead without delay. In Year 6, this includes sophisticated dialogue with adults. In other classes, more able pupils are not always challenged well enough by the work teachers set.
- Disabled pupils and those with special educational needs, and pupils supported by the pupil premium, are taught well. Highly effective interventions are well organised by the special educational needs coordinator so pupils are fully included in the life of their class, while receiving the specific support they need from skilled teaching assistants.
- Teachers provide engaging activities during 'Discovery' lessons. Inspectors saw pupils exploring Native American art, dissecting a flower, drawing in the style of Picasso, and recreating the events of the Great Fire of London. These activities bring learning to life and enthuse pupils. In Year 6, inspectors heard pupils freely discussing cubist art, likening this to a collage or an optical illusion. However, throughout the school, the work pupils record in their 'Discovery' exercise books shows a lack of rigour in covering the different subjects of the National Curriculum, including science and ICT, and in developing their reading, writing and mathematical skills. Pupils are not sure how to improve their work in 'Discovery' lessons as they receive limited feedback from teachers.

The achievement of pupils requires improvement

- Pupils in Year 6 have made insufficient progress during Key Stage 2. However, focused teaching since January has significantly accelerated their achievement. As a result, the proportion of pupils on track to achieve the expected level in reading, writing and mathematics is rising, with an increased proportion of pupils on track to achieve the higher than expected levels.
- Pupils in Year 3 and Year 5 are making the progress the school expects, and are on track to achieve national expectations at the end of Key Stage 2. In Year 4, progress is slower, and there are gaps between pupils' current achievement and expectations for their age.
- Pupils in Key Stage 1 make good progress from their starting points. The school's information and work seen in pupils' books indicate that more are on track to achieve at least the expected levels in the Year 2 assessments for reading, writing and mathematics than was the case last year.
- The proportion of Year 1 pupils at the school who achieve the expected score in the national phonic screening activity has risen consistently in the last two years. Pupils' current assessments indicate that this figure will be well ahead of the national average in 2015.
- Typically, pupils' achievement in the school is strongest in reading and mathematics and weakest in writing, with boys' achievement in writing being a concern rightly identified by the school.
- In 2014, significant gaps were recorded between the attainment of pupils in Year 6 supported by the pupil premium and others. Compared with other pupils nationally, these pupils were more than five terms behind in writing, more than four terms behind in mathematics, spelling, grammar and punctuation, and almost four terms behind in reading. Compared with other pupils at the school, the attainment of Year 6 pupils supported by the pupil premium trailed by more than four terms in grammar, spelling and punctuation, more than three terms in writing and mathematics, and more than two terms in reading. The school's information shows that in Year 6, this year, these gaps are likely to reduce significantly. Throughout the school, the gap between the achievement of pupils supported by the pupil premium and others is closing steadily, and in some cases these pupils have moved ahead of their peers.

- Disabled pupils and those with special educational needs make good progress as a result of the well-targeted support they receive, especially in spelling and reading.
- The achievement of the most able pupils is improving consistently in Key Stage 1, but varies in Key Stage 2. Bearing in mind pupils' starting points when they enter the school, the proportion of pupils attaining at levels above those expected for their age when they leave is too low.

The early years provision is good

- Overall, children enter Reception with levels of learning which are typical for their age, although wide-ranging. Almost half the children who joined in 2014 were well prepared to achieve a good level of development, whilst others required significant additional support, for example with their speech and language development.
- Highly effective leadership of the early years has resulted in rapid improvement, year on year, in the proportion of children achieving a good level of development. As a result, the proportion of current Reception children on track to achieve this standard is well ahead of the national average for 2014. This means that children achieve well and are very well prepared for the opportunities of Year 1 and beyond.
- Provision inside and out of doors is well planned and purposeful. When adults lead activities they develop the children's learning very well, through extended talk and active play. When children learn apart from the adults, the quality of the opportunities provided motivates children to stay and persist until they have achieved what they set out to do.
- Whether led by adults or on their own initiative, children learn and play well together, showing respect to others and the environment, and good behaviour. Adults care well for the children, keeping them safe at all times.
- Basic skills for reading and writing (including phonics) and mathematics are taught well, and reinforced through meaningful activities which engage both boys and girls. Nevertheless, boys' writing develops less well than girls', and a lower proportion of children supported by the pupil premium achieve a good level of development.
- Staff track closely the achievement of each child, planning and adapting activities to meet the precise needs and interests of individuals. However, some opportunities are missed by staff to check the progress of different groups of children closely, so as to tackle common issues.
- Parents are rightly confident that their children get off to a great start. Clear communication and an open approach mean that parents are well equipped to support their child's learning at home.

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	118200
Local authority	Isle of Wight
Inspection number	462642

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	365
Appropriate authority	The governing body
Chair	Simon Richards
Interim Headteacher	Maxine Gray
Date of previous school inspection	24–25 April 2013
Telephone number	01983 522826
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