

Newington Community Primary School

Princess Margaret Avenue, Newington, Ramsgate, Kent CT12 6HX

Inspection dates

14–16 March 2017

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- Newington Community Primary is an exceptional school. Every member of the community, regardless of age or role, articulates the vision for themselves and the school to do and be the best they can possibly be.
- The headteacher, expertly supported by other leaders, has strengthened the quality of teaching and learning so that all is interesting and much is inspirational. Pupils learn very well.
- Most pupils make remarkable progress across a wide range of subjects including English and mathematics. Outcomes are outstanding. However, in 2016 pupils did not achieve the higher standards, particularly in mathematics.
- Close working between support and teaching staff, has ensured that the needs of disadvantaged pupils and those who have special educational needs and/or disabilities are sensitively and effectively met. These pupils achieve very well and make more progress than their peers nationally in reading and mathematics.
- Pupils are happy and feel safe in school. They work hard and are proud of what they achieve. They display exemplary behaviour and understand how positive attitudes affect learning.
- Children get off to an excellent start in the early years. Exciting activities inside and out are carefully planned to stimulate children's curiosity. From the earliest days in school, children find joy in learning, are well supported by adults and make rapid progress.
- The school's work to promote pupils' welfare is remarkable. No stone is left unturned in the quest to ensure that pupils and families receive the help they need. Safeguarding procedures are effective.
- Governance has strengthened over the last year and adds rigour to all aspects of school planning and evaluation.
- Not all pupils attend school as well as they should.

Full report

What does the school need to do to improve further?

- Increase the proportion of pupils who attain the higher levels and exceed expected standards, particularly in mathematics.
- Continue the relentless focus on pupils' attendance, and further increase the proportion of pupils whose attendance is at least 95% in order that they benefit fully from the excellent education on offer.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The headteacher, leaders and managers have created an overwhelmingly positive and ambitious culture where pupils and staff alike are known, respected and cared for. All are challenged and supported to do their very best.
- The school vision of 'ambition, achievement, aspiration' is underpinned by termly aims, such as 'zest' and 'grit'. The meaning of these words is thoroughly unpicked and the attributes they refer to such as working with enthusiasm and determination are referenced in lessons and throughout the school day. In this way, pupils successfully learn that their approach has an enormous impact on what they can achieve. Adults model these behaviours continuously.
- Teachers are unanimous in reporting that staff morale is high and that there are plentiful opportunities to learn from colleagues, such as through the 'outstanding teachers' group'. Many staff have undertaken external training. Staff demonstrate great expertise in their areas of responsibility. Leaders' evaluations of the quality of teaching are accurate. They constantly find ways to help teachers improve even further so that pupils can continue to achieve very well.
- Significant opportunities to plan with colleagues as well as routine formal and informal communication ensure that staff are well informed and lessons are carefully prepared. Performance management targets are set and linked to improving outcomes for pupils as well as improving an aspect of each teacher's knowledge or skill. This supports school improvement and enhances levels of expertise in teaching.
- The school's personal, social, health and economic (PSHE) education curriculum, combined with opportunities for spiritual, moral, social and cultural development, lie at the centre of the school's work. Consequently, pupils are exceptionally well prepared for life in modern Britain.
- The curriculum ensures that there is a strong focus on developing pupils' essential literacy and numeracy skills. Throughout the school, mornings are typically spent on aspects of reading, writing and mathematics skills. Pupils, parents and staff agree that the relentless focus on key skills ensures that pupils are able to take full advantage of other subjects.
- During the afternoons, pupils experience a wide range of subjects, including art, sport, humanities and music. In these subjects, too, pupils systematically build their knowledge and skills and make great progress. Subject and 'mile-post' leaders ensure that staff have the subject knowledge and resources they need to deliver a vibrant curriculum. The school day is further supplemented by an array of clubs and activities, trips out and visitors to the school. Opportunities such as these enable pupils to pursue a hobby or talent. Annual trips to the theatre in London, for all pupils, offer experiences and memories that will last a lifetime as well as contributing towards their personal development.
- The school receives a large amount of pupil premium funding. This is used in a number of ways including to provide additional support staff to work with individual pupils. The impact of this is demonstrated in the strong progress made by disadvantaged pupils. Other funds, such as those to support pupils who have special educational needs

and/or disabilities are equally well considered. For example, funds are spent on employing a speech and language therapist in order that identified pupils quickly access the specialist support they require.

- Physical education and sport premium funding is used to provide specialist sports coaches. These staff teach many of the physical education lessons. They help teachers to improve their own sports' teaching and run clubs and competitions. Higher levels of participation in sport, and pupils achieving success in local, county and even national arenas exemplify the success of this spending.

Governance of the school

- The governing body has undergone change in membership and organisation since the previous inspection and is stronger and more effective as a result.
- Governors, including the current chair, bring a wealth of relevant knowledge, skill and expertise. Governors analyse and understand the school's performance information and ensure that improvement targets are challenging and monitored. Governors hold school leaders to account with appropriate force and add capacity to school leadership.
- Governors check that recommendations relating to teachers' pay are linked to performance. Other aspects of financial management are closely monitored including with regard to the use of extensive additional funds. Governors know how pupil premium funds are spent and how well this benefits pupils.
- Governors are well informed about safeguarding and make regular checks on the school's systems for vetting new staff. Governors involved in recruitment have undertaken necessary training.
- Governors care deeply about the pupils and the staff and are as ambitious as the senior leadership team for pupils and staff to succeed. Governors are frequent visitors to the school and willingly help with events and activities.

Safeguarding

- The arrangements for safeguarding are effective. Children's safety and well-being are held in the highest regard and there is nothing staff will not do to ensure that pupils are kept safe and receive the support they require.
- All staff know who the designated leads for safeguarding are and what to do if they are concerned about a pupil. Everybody's training is up to date. Record-keeping is meticulous and recruitment checks are thorough.
- The attendance officer, the family liaison officers and a welfare team, including the designated safeguarding leads, meet weekly to review the needs and support on offer to identified pupils and their families. Together, these staff make an expert and determined team. There is no gap in the circle of safety and care provided in this school.
- When appropriate services are not available, or have not made the necessary difference, the school will find another route, for example, by employing counselling services or through working with the voluntary 'dogs as therapy' service. 'Pepper' the poodle currently visits vulnerable pupils on a weekly basis, helping them to feel calm and more able to express their anxieties.

Quality of teaching, learning and assessment

Outstanding

- High expectations, well-known routines, positive relationships, energy and enthusiasm for learning are typical in every classroom at Newington. There is a strongly established 'Newington approach' and this ensures that teachers, support staff and pupils all understand exactly what is expected of them. Teaching is of a routinely high quality across key stages and subjects.
- Pupils of all ages are adept at working with their peers. Pupils have learned to question their partners about their thinking and reasoning, asking how and why an answer or point of view has been reached. In discussion with teachers, pupils often report back a partner's opinion rather than their own, demonstrating their well-developed listening skills.
- Teachers have superb subject knowledge. This is assured through regular staff training on different subject areas and through the extensive opportunities for joint planning, with advice on offer whenever needed. In addition, the school makes best use of specialist teachers including for music and Spanish. Teachers' enthusiasm for each and every subject shines through their teaching, motivates pupils further and encourages pupils to deepen their knowledge and understanding.
- Assessment information is detailed and accurate. Teachers check the accuracy of their assessments with each other and with colleagues in other schools. Teachers use the information they have to plan very precise next steps in learning for their class. With great skill, teachers adjust their questioning or adapt a task so that all pupils work on a similar theme but at precisely the right level for each individual. Assessment information is additionally used well to plan appropriate support for those pupils who are at risk of falling behind.
- Highly effective teaching of reading leads to above-average outcomes at the end of each key stage. A focus on reading in corridor displays, an enticing and well-stocked library, and opportunities to read quietly with friends and in different subject areas promotes a love of reading superbly well.
- Pupils' writing skills are developed and applied well across the curriculum. For example, in English books there is evidence of pupils' scientific writing when considering the lifecycle of frogs. Equally, writing in topic books demonstrates the same high standards of presentation, grammar and sentence construction as seen in English work.
- In mathematics, pupils currently in the school are making strong progress in developing calculation and problem-solving skills. Highly effective teaching is helping pupils to deepen their ability to reason and to apply skills learned in one situation to another.
- Pupils receive clear and helpful feedback from their teachers and consequently are able to make further improvements to their work. Older pupils were observed working in pairs to edit and refine their own writing, readily accepting the advice their partner gave and strengthening their play-scripts as a result. Throughout the school, pupils display focus and sustained attention to their work.
- Pupils, particularly those who have special educational needs and/or disabilities, benefit from talented and dedicated support staff. Support staff work closely with teachers and leaders and play a crucial role in aspects of planning, assessment and teaching. As a

result, pupils receive finely tailored support that promotes progress effectively.

- Pupils like their teachers and say, 'Lessons are fun and exciting and we work in lots of different ways.' They understand what is expected. One pupil told an inspector: 'It is important to work hard so that we learn as much as possible. It will help us in the future. What we bring needs to set us apart, for example, when we are applying for a job.'
- Parents also report favourably on the quality of teaching and information they receive about their children's progress. One parent wrote to inspectors saying 'Over the course of seven years, we have seen Newington grow and change... this strong foundation will have an impact on the rest of their lives.'

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils have an unusually well-developed understanding of a range of social issues arising from the school's focus on PSHE and spiritual, moral, social and cultural education. Pupils are highly articulate about both physical and emotional well-being and can explain why these are important. For example one pupil reported '... if you weren't in the right mindset, we wouldn't be able to deepen our learning'.
- Pupils are clear about their own responsibilities for learning, including to listen carefully, to try hard and to work with one another. One pupil told an inspector, 'It's important to have ambition. We all want ourselves and the school to be as good as we can possibly be.'
- Pupils learn about staying safe in a wide range of situations; they learn about bullying and internet safety. Staff know that many pupils cycle or walk independently to school. They have therefore ensured that road safety is regularly considered as this presents a continuous risk.
- School meals are provided free of charge for all pupils in school. This is in recognition of the fact that leaders consider a healthy diet is supportive to learning and physical well-being. Pupils appreciate the range of delicious healthy food on offer and told inspectors about expectations for lunchtime behaviour, including using your knife and fork and a napkin, which the school also provides on a daily basis.
- Breakfast and after-school clubs provide pupils with many opportunities to make friends with pupils from other classes, to play collaborative games, to read, and to complete homework tasks. A large proportion of pupils attend these clubs on a daily basis.
- Pupils are proud of the positions of responsibility they hold. Democratic elections were held for the positions of head girl and head boy, offering a further opportunity for pupils to increase their understanding of British society.
- Vulnerable pupils and their families are known and cared for exceptionally well. The range of support on offer is extensive and sensitive. Records and case studies confirm many positive outcomes, including better attendance, better behaviour and greater progress.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils are proud to belong to Newington Community Primary School. They dress smartly in their uniform and wear the badges that they have won for their good behaviour and good work with pride.
- Pupils smile warmly as they greet each other, staff or visitors. Pupils of all ages are polite and friendly.
- Behaviour in lessons observed throughout this inspection was superb. Pupils, from a young age, learn the skill of working with different partners. Pupils challenge one another to explain their thinking and when asked for an opinion by their teacher, pupils frequently report on their partner's idea rather than their own. This reflects the quality of pupils' questioning and listening skills.
- As pupils move around the school between lessons or at playtimes, their behaviour is equally as good. Pupils chat socially while eating and take turns on the variety of popular playground equipment including an enormous bouncy castle and go-karts.
- Extremely effective support for those who find it difficult to manage their own behaviour means that learning is rarely, if ever, disturbed.
- Attendance is closely monitored by the attendance officer. She and the family liaison officers work directly with families to support pupils to attend well, including collecting pupils from home in the school mini-bus. While the majority of pupils attend well, and overall attendance has improved over time, there are too many pupils whose attendance is less than 95%.

Outcomes for pupils

Outstanding

- Leaders, teachers, support staff and pupils themselves all have high aspirations for what pupils can achieve. There is a sense of consistency of expectation that pupils will enjoy learning and will make strong progress in all curriculum areas and in all classes. The proportion of pupils reaching standards expected for their age in both key stages 1 and 2 has improved significantly over time, although there was a dip in standards in mathematics at the end of key stage 2 in 2016.
- Overall, pupils' attainment is similar to and slightly above other pupils nationally, with improvements evident over time. However, progress for all groups of pupils is typically far stronger. In addition, the standard of work being achieved by pupils throughout the school in the range of subjects is significantly high. Many pupils in the current Year 6, including most-able disadvantaged pupils, are working at the higher levels in reading, writing and mathematics. For these reasons, the inspectors judged pupils' outcomes to be outstanding.
- Swift progress in Nursery and Reception, usually from very low starting points, supports the transition to Year 1 well. Over time, pupils have typically made very strong progress in reading, writing and mathematics as they move through key stage 1 to reach standards in line with, and sometimes above, those expected. In 2016, pupils in key stage 1 made particularly strong progress in writing as well as reading. Not all pupils, particularly boys and those with lower starting points, made enough progress in

mathematics. The most able pupils achieved well.

- The teaching of reading is conspicuously successful. Attainment in the Year 1 phonics screening check has been securely above the national average over time. Disadvantaged pupils typically demonstrate strong phonics skills. Any pupil who does not reach the standard is provided with extra support and almost every pupil meets the standard at the end of Year 2. Throughout the inspection, pupils were observed tackling texts with confidence, understanding and accuracy.
- Pupils at Newington make good and rapid progress across the curriculum. For example, in a music lesson Year 2 pupils demonstrated an ability to respond to a conductor, understand key musical vocabulary and read basic music notation when playing a tune on the hand bells. This represents rapid progress from their starting points for all pupils. Similar progress is achieved in other subjects including religious education, science, physical education and Spanish.
- Gaps between the achievement of disadvantaged pupils and all pupils nationally have closed well over time, with gaps narrowing as pupils move through the school. Effective and targeted use of pupil premium funding, for example this academic year to provide additional mathematics clubs, has contributed to greater progress in this subject recently.
- Published information reveals that by the end of key stage 2 in 2014 and 2015 groups of pupils, including disadvantaged pupils, the most able, those who have special educational needs and/or disabilities and most-able disadvantaged pupils, had typically made more progress than their peers nationally in reading, writing and mathematics.
- In 2016, national assessments at the end of key stage 2 changed and higher standards were introduced. From their individual starting points, many pupils made good or accelerated progress in reading and writing to reach the new expected standards. Some pupils' spelling was insufficiently secure and this prevented them from reaching the higher levels in writing. Evidence in lessons and pupils' workbooks indicates that this aspect of literacy is successfully being tackled with added rigour.
- In the same year, fewer most-able pupils, particularly boys, reached the expected and higher levels in mathematics. Work in pupils' books and observations of learning during the inspection support leaders' views that pupils in the current Year 6 classes are on track to achieve the school's challenging targets for 2017, with approximately one third of pupils set to reach the highest standards in mathematics and writing and more than this in reading.
- School assessment information reveals that the vast majority of pupils in all year groups currently in school are on track to achieve ambitious end-of-year targets. Detailed analysis by leaders indicates precisely where most and least rapid progress is made and by which groups of pupils. This information is used to provide further advice to staff and support to identified pupils. The strongly positive views of leaders were validated by the range of evidence seen by inspectors.
- Pupils are very well prepared for their next stages in education and, in particular, for transition to secondary school.

Early years provision

Outstanding

- Children get off to an excellent start to their school life in both the Nursery and Reception classes. All groups of children make good or rapid progress socially, emotionally and academically from starting points that are typically well below those that are expected for their age.
- In recent years, the proportion of children achieving a good level of development has risen and this means that more than previously are ready and effectively prepared for the transition to Year 1. In 2016, 88% of children reached a good level of development, which was above that found nationally.
- Positive relationships are built with parents from the outset. Parents are welcomed as partners in their children's learning and there are many opportunities for parents to attend workshops to learn more about helping their child with reading or conquering bedtime routines. Learning journals that chart children's learning and experiences from their first days in school are shared with, and added to by, parents. Parents reported to inspectors how well their children were progressing and also how much their children had grown in confidence since starting at the school and made many positive remarks such as, 'It's brilliant, fantastic; I can't fault it!'
- As in other parts of the school, routines and high expectations are established. At the start of the day, children in Reception enjoy writing in their 'super sentence' books as the teacher takes the register. The most able children were observed writing freely and in full sentences, while other children were provided with helpful sentence starters such as 'I have found...'
- Teaching and support is sensitive and responsive to each child's interest and needs. Exciting opportunities for learning are provided both inside and outside and assessment information is used effectively to plan next steps in learning. Talking is a priority and plentiful opportunities are provided so that children acquire new vocabulary and express themselves in increasingly complicated sentences. Any special educational needs are identified early and support strategies implemented.
- Children show enjoyment for their learning and adults are adept at engaging children in conversation to reinforce and extend learning. For example, a small group of children were making a tall tower of bricks, counting the bricks as they went. The adult supporting them helped them to recount when errors occurred.
- The environment is filled with opportunities to develop reading. Phonics sessions are taught systematically and children enjoy reading independently and listening to stories read by adults. Children are ready to interpret written words they come across. For example, when making mud pies outside, children read the labels attached to the range of utensils and equipment.
- Children rapidly learn what it means to be a part of the Newington community. They behave well and help and care for each other. During tidy up time, one child was heard to say to another, 'Be careful, that's heavy; don't get hurt.'
- Adults are acutely aware of the need to keep children safe and are vigilant as children busily go about their day. Safe systems exist for returning children to their parents at the end of the school day and safeguarding training for early years staff is up to date.
- The early years is successfully led by an experienced and skilful leader. All children are provided with equal access to interesting, motivating and varied learning opportunities

and staff are given the support they need to be expert practitioners.

School details

Unique reference number	135214
Local authority	Kent
Inspection number	10019414

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	628
Appropriate authority	The governing body
Chair	Lesley Gallagher
Headteacher	Cliff Stokes
Telephone number	01843 593412
Website	www.newington-ramsgate.org.uk
Email address	headteacher@newington-ramsgate.kent.sch.uk
Date of previous inspection	13–14 June 2012

Information about this school

- Newington Community Primary School is much larger than the average-sized primary school.
- The proportion of disadvantaged pupils is much higher than that found in schools nationally.
- The proportion of pupils who have special educational needs and/or disabilities is far higher than that found in schools nationally.
- The proportion of pupils from minority ethnic groups and pupils who speak English as an additional language is much lower than the national average.
- The school meets the current government floor standards.
- The school meets requirements on the publication of specified information on its website

Information about this inspection

- This inspection began as a short inspection of a good school led by an Ofsted Inspector, with one team member. The inspection converted to become a full inspection led by one of Her Majesty’s Inspectors. Three Ofsted Inspectors joined the team.
- Inspectors observed learning in all classes and also made a series of shorter visits to classrooms. Inspectors were accompanied by senior leaders during these observations and visits.
- Inspectors held meetings with the headteacher, deputy headteacher, assistant headteacher, other leaders, teachers and support staff. Inspectors looked at a wide range of pupils’ work in lessons and also separately with pupils and senior leaders.
- An inspector spoke with a representative of the local authority and met with a group of governors, including the chair of the governing body. Her Majesty’s Inspector also spoke with the chair of the governing body.
- Inspectors spoke informally to many pupils throughout the inspection. In addition, inspectors met with groups of pupils to ascertain their views and discuss their experiences of school life. Pupils from different year groups, including Year 2 and Year 6, read aloud to inspectors.
- Inspectors spoke to parents in the playground and considered the 192 responses to the online Parent View questionnaire. Inspectors also noted one letter from a parent.
- Inspectors evaluated the feedback provided in 108 questionnaires completed by pupils and 99 staff members.

Inspection team

Hilary Macdonald, lead inspector	Her Majesty’s Inspector
Leah Goulding	Ofsted Inspector
Joanna Toulson	Ofsted Inspector
Margaret Coussins	Ofsted Inspector
Rosemary Addison, lead inspector	Ofsted Inspector
Leah Goulding	Ofsted Inspector

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