

Newport Church of England Aided Primary School

Hazel Close, Newport, Isle of Wight PO30 5GD

Inspection dates

17–18 May 2017

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

Summary of key findings for parents and pupils

This is a good school

- The executive headteacher sets an ambitious vision for the school, rooted in an aspiration for high expectations. Her work in rebuilding the school culture after considerable changes in leadership and teaching is notable.
- Rising achievement in reading, writing and mathematics means that pupils are now making good progress, and are better prepared for the next stage of their education.
- Disadvantaged pupils achieve as well as other pupils. When leaders and staff identify any differences in achievement, they are good at planning appropriate interventions and catch-up programmes to quickly diminish these differences.
- Pupils who have special educational needs and/or disabilities make good progress. Support and links with outside agencies are effective.
- Teaching is consistently good and has improved over the last year. Teachers make effective use of information from assessing how well pupils are doing to ensure that work is well suited to their needs.
- Progress in writing is slower than in reading and mathematics. Pupils do not use their writing skills widely enough in other subjects.
- Early years provision has improved since the last inspection and is highly effective. Children make very rapid progress in their development of early language, literacy and mathematics. The early years is led and managed extremely well.
- Pupils' personal development has a high priority. Pupils from a wide range of backgrounds learn and play together happily.
- Pupils behave well during lessons and around the school. They are friendly, polite, and welcoming.
- The governing body provides effective support and challenge. Leaders and governors carry out accurate evaluations of teaching and pupils' achievement.
- The vast majority of parents feel strongly that their children are happy and well cared for.
- Despite good teaching, the quality of questioning is variable. There are times when questions do not challenge pupils.
- Occasionally, some of the most able pupils are not sufficiently challenged in their learning because teachers' expectations are not high enough. This slows down their rates of progress.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment by ensuring that:
 - learning opportunities challenge the most able so that they make faster progress
 - teachers and learning support assistants ask questions that provide sufficient challenge
 - pupils write across a wider range of subjects to develop their writing skills further.

Inspection judgements

Effectiveness of leadership and management

Good

- The executive headteacher and head of school together provide effective leadership. Their ambition for pupils and expectations of staff are communicated very effectively to the school community. The leadership team is skilled in accurate self-evaluation, setting priorities, creating action plans and monitoring the effect of initiatives.
- Middle leaders check the quality of teaching regularly. As a result, leaders identify quickly where practice needs strengthening. For example, they have provided teachers with precise guidance to ensure that pupils develop their mathematical skills and knowledge in greater depth. Careful monitoring of pupils' progress helps leaders to evaluate the impact of their work and take further action where necessary.
- Staff are given high-quality training and support to enable them to improve their practice. Training and professional development are informed by the school's effective monitoring of its work and particularly by pupils' outcomes. The individual needs of staff are also identified well through the management of their performance. Staff are positive about the support and guidance provided.
- The provision for pupils who have special educational needs and/or disabilities is well led. Leaders use additional funding effectively to support pupils who have additional and acute needs. The support for pupils with complex needs is managed and organised very efficiently. Multi-agency support is used carefully to assess pupils' needs and provide teachers with extra help.
- The online survey, Parent View, shows that parents and carers overwhelmingly agree that the executive headteacher and staff make a real difference to their children's education and well-being. Reflecting the views of most, one parent stated in relation to their child, 'All the teachers he has had, and the support staff, are really and truly interested in him... They know him well.'
- Pupils enjoy their work, and achieve well, across the curriculum. In addition to a focus on basic skills, practical activities in science, computing, art, and music add a different and exciting dimension to learning. For example, singing is a strength, seen in the way pupils in Years 4, 5 and 6 beautifully and energetically sang a range of hymns on one of the inspection days. This was combined well for pupils to reflect on the hardships experienced by refugees. Lunchtime and after-school activities make a significant contribution to pupils' personal and physical development, and their academic progress.
- Pupils are very appreciative of a good range of out-of-school clubs, in which they participate with great enthusiasm. They enjoy learning instruments and representing their school in inter-school sporting tournaments. Pupils are encouraged to, and many do, attend the wide range of after-school activities and clubs.
- The school successfully promotes pupils' spiritual, moral, social and cultural development. The strong focus on pupils' personal development is particularly effective in developing their positive relationships with each other and with staff, and their kindness, resilience and thoughtfulness. Pupils learn about democracy through the school council and in personal, social, health and emotional (PSHE) lessons when they discuss complex moral issues. Leaders ensure that there is a strong emphasis on

teaching pupils about cultural diversity. As a result, pupils are well prepared for life in modern Britain.

- The school makes good use of the additional funding it receives. Pupils who are disadvantaged receive effective support to ensure that they make strong progress and have similar opportunities to learn as others. Support for disadvantaged pupils is tailored well to meet their specific learning needs. Accurate assessments of pupils' progress and teachers' performance help leaders identify the achievement of disadvantaged pupils early and to plan the most effective interventions.
- The sports premium is used effectively to improve physical education and sports provision. Staff receive good professional development to enhance their skills, and specialist coaches provide quality activities for pupils. The school's use of funding has heightened pupils' understanding of health and well-being, and increased their levels of participation. Parents also appreciate this development, with one saying: 'Greater emphasis is now placed on physical education and sports activities which can only enhance health, well-being, confidence and academic performance.'
- The local authority provides good support for the school in the form of expertise and advice for the curriculum (especially literacy and numeracy) and for the school's leadership and management.

Governance of the school

- Governance has improved. Under the effective leadership of the chair of the governing body, the committee structure provides opportunities for all governors to gain a good idea of the school's strengths and weaknesses.
- Governors have a good understanding of assessment information, enabling the governing body to challenge underperformance. This includes the achievement of disadvantaged pupils. Governors are fully aware of the improvements and priorities reported to them, including the way teachers and support staff are reducing disparities between the achievement of different groups of pupils.
- The governing body has a secure knowledge of how pupil premium funding is spent and its impact; for example, providing extra teaching and support hours for one-to-one and group work. Governors are well informed about the way performance management is used to bring about improvements to teaching, including through training and the sharing of expertise.
- Governors ensure that the school is a safe place. They regularly visit the school to check that procedures are being followed and meet requirements. Governors use first-hand evidence, such as talking to pupils, to assess the impact of safeguarding procedures.

Safeguarding

- The arrangements for safeguarding are effective.
- Those responsible for leading safeguarding work closely with external agencies to minimise children's risk of harm. Current school documentation confirms that concerns are followed up quickly and appropriate records kept. The school's pastoral support worker provides appropriate support and help for vulnerable families.

- Leaders ensure that safeguarding training for all staff is effective, and regular updates keep staff knowledgeable about the latest guidance.
- Staff are vigilant and are confident in raising any concerns that they may have. They are aware of the potential risks that some pupils face, and act accordingly. Consequently, pupils feel safe and are confident that staff will respond quickly and effectively to any concerns they might have.
- Leaders work well with parents and carers to ensure that pupils' welfare and personal needs are met.

Quality of teaching, learning and assessment

Good

- Teaching has strengthened since the last inspection. It is effective and characterised by positive relationships. Successful management of lessons ensures that they run smoothly. Teachers have responded well to good training and development opportunities, particularly for mathematics. As a result, teaching has improved and pupils' progress from their different starting points has accelerated.
- Close relationships between staff and pupils mean that pupils trust that they will be listened to and helped. Pupils explained that teachers use any mistakes pupils make to help them improve their work and understanding.
- Teachers and learning support assistants work as a good team to give pupils the support they need. This is very successful in helping pupils who have special educational needs and/or disabilities to take part in class work and achieve well. Individual plans and targets for academic subjects and personal development are well tailored to pupils' needs.
- The teaching of reading is successful. It has encouraged pupils to appreciate reading as a tool as well as a source of enjoyment. The school has a system in place to teach pupils how to sound out individual letters and when two are put together, and many pupils have mastered this well. They use it effectively when tackling words that are unfamiliar, for example 'peppers' and 'curtains'.
- The teaching of mathematics is effective because pupils are shown step by step how to tackle mathematical problems and questions, including calculations. Teachers' instructions are clear and precise, and the pace of learning is rapid as pupils quickly grasp key parts to the processes of multiplication and division. Workbooks show that teachers and support staff usually challenge pupils, who make good progress as a result.
- Parents are typically pleased with the quality of teaching and the improvements they have seen since the last inspection. One parent commented, 'Staff make learning exciting for children as well as ensuring all areas of the curriculum are covered.'
- High expectations are common to most classes, with work planned for different ability levels. As a result, there has been a steady increase in the number of pupils reaching above-average standards. On occasion, a small minority of the most able pupils are not being challenged effectively. This is because they are not being moved on to more demanding work when they are ready. There are also times when questions do not challenge pupils of different abilities. For example, some pupils are sometimes provided with too much direction towards an answer when asked a question.

- Teachers use a range of methods to develop pupils' writing skills. Pupils respond well to tasks which interest and challenge them. Teachers have a secure knowledge of the requirements of the English curriculum. This enables them to introduce effective writing features, such as expanded noun phrases. However, pupils do not have enough opportunities to write across different subjects, and consequently they do not deepen their ability to use their skills in different contexts.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are confident, resilient learners who appreciate the importance of learning, including from their mistakes. They thoroughly enjoy coming to school. One parent spoke of her child's viewpoint, 'Monday is her favourite day as she has a whole week of school ahead of her!'
- Staff and pupils work together to ensure that all in the community feel valued and respected. There is a very positive atmosphere, and pupils appreciate the effort of their teachers to make school a happy, secure and interesting place.
- The school ensures that pupils know how to stay safe and manage risk. They are aware of how to stay safe online and when they are out and about in the community. Younger pupils explain with confidence how to avoid danger when crossing roads. The older pupils talk knowledgeably about the potential pitfalls of using social media.
- School records show that there is very little bullying, and pupils confirm this. They report that any other sort of 'falling out' is rare, but that if it does happen, it is tackled very quickly. Pupils say that there is always someone to talk to if they have a worry. Pupils are confident that adults take any concerns seriously and that staff resolve any issues fairly. This matches the school's logs of behaviour.
- Pupils work collaboratively to resolve disputes and understand the impact that poor behaviour can have on others. Older pupils respond well to their roles of responsibility, for example, in setting up the equipment for assembly. Lunchtime behaviour and table manners are good in the dining room, and the playground and field are happy places.

Behaviour

- The behaviour of pupils is good. Pupils are proud of their school and show great respect to each other, staff and visitors, being welcoming, friendly and courteous. They conduct themselves well around the school and show great respect for the school environment.
- Pupils are polite and courteous and extremely welcoming to visitors. They cooperate sensibly in lessons. They work hard most of the time, although they sometimes do not concentrate well enough when they are unclear about what they have to do or are not challenged sufficiently.
- Teachers have specific programmes in place to support pupils who have behavioural needs. These programmes are having a positive impact in lessons. Where necessary,

pupils have access to counselling and play therapy to help them improve their behaviour and attitudes. Teachers record behaviour incidents, and information is regularly analysed by leaders to ensure that support continues to have a positive impact.

- Pupils are quick to settle to their learning and are rarely distracted. This reflects their consistently positive attitudes to learning. The vast majority of parents agree that the school ensures that pupils are well behaved.
- Pupils often support each other's learning well when working in pairs and groups. Pupils listen attentively, ask interesting questions, and show great respect for their teachers and fellow learners. Pupils' good behaviour and positive attitudes to their learning are a significant factor in the improved progress that they are now making.
- Pupils' enjoyment in their learning is reflected in their regular attendance. Few pupils are persistently absent from school. Regular letters to all parents reinforce the importance of good attendance. Leaders analyse absence rates carefully.

Outcomes for pupils

Good

- Pupils' progress has improved since the previous inspection. Pupils are now making good progress across the school and developing new skills and understanding quickly most of the time. Weaknesses identified in previous national testing have been tackled extremely effectively and attainment is much improved.
- Pupils are well prepared for secondary school. They are curious, confident learners who are eager to make the most of the opportunities their education provides.
- School assessment information and work in pupils' books show that the current pupils across the school are making swift progress in a wide range of subjects. As a result, pupils are achieving well, and in some cases exceeding age-related expectations.
- Attainment in 2016 was above the national average in reading, writing and mathematics and showed a marked improvement on previous years. An extensive book scrutiny conducted by inspectors confirmed that current pupils' attainment remains above the national picture and is rising further because of effective teaching.
- Disadvantaged pupils, including the most able disadvantaged pupils, are now making good progress across the curriculum. They receive extra help that matches their individual needs closely. Some have made rapid progress, particularly in reading and mathematics.
- The progress of pupils who have special educational needs and/or disabilities is good. These pupils make rapid progress because the targeted and well-planned provision meets their needs well. There are regular and effective checks to make sure that progress is continuous and there is no slowing.
- Pupils' books show good progress in writing. Pupils spell accurately and use punctuation to good effect. However, progress in writing is slower than in reading and mathematics because pupils do not use and practise their writing skills regularly in all subjects. This means that pupils do not always improve rapidly enough or test and extend their skills in different contexts. This slows down the progress over time that they make.

- The most able pupils could be stretched further. Lessons are not adapted to ensure that learning is challenging enough to enable these pupils to achieve more than they do. A small number of the most able pupils and pupils who need to catch up are not achieving all that they are capable of. This is because they are not asked questions or set tasks that challenge their thinking.

Early years provision

Outstanding

- The leadership of the early years is highly effective. The school has an accurate picture of the strengths and areas for improvement within the early years provision. Children greatly enjoy activities that make learning fun and exciting.
- Excellent teaching ensures that children are quick to develop the basic and wider skills they need to be well prepared for their learning in Year 1. For example, when observing caterpillars, groups of children confidently created their own sentences. They could very clearly explain why they chose certain words to describe them, such as 'spikey' and 'hairy'. As a result, they make outstanding progress.
- Effective use of additional funding in the early years ensures that disadvantaged children make very rapid progress and enjoy school. The leader is sharply aware of the progress of each child and continually refines provision to make improvements.
- Teaching is continuously adapted to ensure that the needs of pupils are fully met. As a result, the proportion of children who achieve a good level of development by the end of Reception is at least in line with, and currently above, the national average.
- The quality of teaching and learning is of a very high standard because assessment is used effectively. Each child's learning journey provides very detailed information about their current progress and skill levels, and is used exceptionally well by staff to plan the next challenging steps in learning.
- Adults use every opportunity to extend the children's language skills through conversation or discussion that is intended to help children think and talk about their learning. This ensures that children with limited language skills make very rapid progress in improving their reading, writing and speaking skills. In phonics, children make rapid progress because adults model accurately the sounds that letters make. Children are confident in using their phonics knowledge to record their ideas in writing and spell accurately.
- Children behave exceptionally well in the early years. Children work extremely well within the calm and highly stimulating learning environment. They quickly follow instructions closely and are keen to settle down to tasks. Children show relentless curiosity in their learning and ask questions. They share resources, take turns and play very well with each other.
- The early years curriculum includes highly imaginative activities which fully capture children's interest and talents. It covers and combines different areas of learning exceptionally well. For example, children described the features of a treasure island. This was used very successfully to rapidly and simultaneously improve children's mathematical, artistic and map-reading skills.
- Discrete areas of learning are very well organised and resourced. The outdoor provision is exciting and provides a rich variety of practical and recorded activities for

children. Children continuously practise their reading, writing and mathematics, both indoors and outdoors. Adults circulate very effectively, supporting pupils to extend their learning and develop their creative thinking. Children show high levels of sustained concentration and independence in their own constructive play.

- Positive relationships between parents and early years staff begin well before children start school. Parents benefit from a range of workshops that help them support and understand their children's learning and development. For example, parents benefit from knowing how the school approaches the teaching of early reading skills so parents can reinforce reading at home. One parent, reflecting the views of others, said: 'My daughter is in Reception and is absolutely loving school. Her reading has come on in leaps and bounds and it is so lovely to see all the activities that they do with them where the children do not really know that they are learning.'

School details

Unique reference number	118200
Local authority	Isle of Wight
Inspection number	10032867

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

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	301
Appropriate authority	The governing body
Chair	Rod Warne
Executive headteacher	Katherine Marshall
Telephone number	01983 522826
Website	www.newportcepri.iow.sch.uk
Email address	admin@newportcepri.iow.sch.uk
Date of previous inspection	23–24 April 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- This is a larger-than-average-sized primary school. Children in the early years are taught in two Reception classes.
- Most pupils are from White British backgrounds.
- The proportion of pupils who have special educational needs and/or disabilities is broadly average.
- The proportion of disadvantaged pupils supported by the pupil premium is broadly average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- After a four-year period when there have been four headteachers, the school federated with a nearby primary school in September 2016. There is an executive headteacher

providing overall leadership for both schools and a head of school specifically for this school.

Information about this inspection

- Inspectors visited lessons in every class. Leaders accompanied inspectors on some of the visits to lessons.
- Pupils' behaviour during lessons, at playtimes and around the school was observed.
- Inspectors spoke informally to pupils about their learning during breaktimes and in lessons. They also met formally with pupils to hear them read and to discuss their experiences at the school.
- Inspectors held meetings with leaders to evaluate the impact of their work to improve pupils' outcomes and strengthen the quality of teaching. This included meetings with subject leaders, the leader with responsibility for pupils who have special educational needs and/or disabilities, and the early years leader.
- A meeting was held with members of the governing body. Inspectors also met with the school's improvement partners from the local authority.
- Inspectors reviewed work in pupils' books to evaluate the quality of learning in different subjects. They also scrutinised the school's current assessment information on how well different groups of pupils achieve.
- A range of documentation related to school improvement planning, professional development for staff and safeguarding was scrutinised.
- Inspectors spoke to parents informally before school. They also took account of the responses to Ofsted's online surveys. This included 21 responses from staff and 49 responses from parents.

Inspection team

Richard Blackmore, lead inspector	Ofsted Inspector
Krista Dawkins	Ofsted Inspector
Linda Jacobs	Ofsted Inspector

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Piccadilly Gate
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Manchester
M1 2WD

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