

Inspection of Newtown Church of England Voluntary Controlled Primary School

Queen's Road, Gosport, Hampshire PO12 1JD

Inspection dates: 19–20 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this school?

Pupils enjoy school. Relationships between pupils and staff are strong because everyone wants the best for one another. Staff are caring and pupils say that their lessons are interesting and enjoyable. Pupils are safe at school.

Most pupils behave well. They told inspectors that bullying and name-calling does occasionally happen and that, when it does, staff are good at sorting it out. They explained that, if they have concerns, they would talk to an adult or use the 'worry box'. Pupils know about how to stay safe when using the internet, especially when using social media. They also know to keep their passwords secret.

Pupils enjoy responsibilities and helping others. For instance, school councillors say that they feel proud to be able to have a say in the running of the school. Older pupils told us that they enjoy helping others, for example when hearing younger pupils read.

Leaders ensure there are many opportunities for pupils to take part in after-school sports and clubs, such as football and ballet. They also enjoy learning from the range of visitors to the school to support learning, such as authors and the local in-shore rescue service.

What does the school do well and what does it need to do better?

Leaders' quest to continually improve the school is highly evident. The headteacher is determined that pupils learn to be ambitious. Leaders set the bar high, aiming to help pupils to learn that there are no limits to what can be achieved. As a result, since the last inspection, the senior team has considerably strengthened the quality of education on offer.

The school's curriculum is well designed and sequenced thoughtfully. Everyone is determined that the well-established curriculum is delivered effectively. Leaders ensure that staff receive regular training covering a range of themes, including the teaching of reading and mathematics. Step by step, pupils build successfully on what has gone before. For instance, in key stage 1, pupils could confidently remember familiar fairy stories, which facilitated a rich discussion about 'The Jolly Christmas Postman' book. In early mathematics, pupils can confidently use and explain mathematical vocabulary, including 'lots of', times and multiply.

Pupils with special educational needs and/or disabilities (SEND) are catered for well. Appropriate adaptations and adjustments are commonplace. The school is inclusive and a hub of activity where all are encouraged to succeed.

The teaching of reading is effective. Although phonics outcomes at the end of Year 1 were below those seen nationally in 2019, some pupil mobility adversely affected

the final proportion of pupils who met the standard required. Learning to read is a high priority in this school. Those pupils who require additional support are quickly identified, and appropriate, personalised additional help is put in place. However, there remains some inconsistency in how frequently those who need to catch up practise their skills by reading aloud to key adults.

Published progress measures, particularly relating to key stage 2 in 2019, are unreliable due to a legacy of inaccurate assessment information gathered at key stage 1. Leaders have made sure that statutory published pupils' performance information is now much more accurate and therefore useful. Current pupils achieve well in a range of subjects. However, in writing, pupils' handwriting skills are less well promoted throughout the school. This means that pupils' presentation does not always fully reflect the quality of their work.

Many children join the early years with knowledge and skills below those typically expected. They settle quickly. The learning environment is positively buzzing. Children relish the rich menu of activities on offer and enjoy talking to adults. Indeed, staff promote children's acquisition of language extremely effectively. Children quickly gain in confidence and the knowledge they need to be prepared for Year 1.

Almost all pupils behave well around the school and in classrooms. Wisely, leaders take a long-term view of promoting the social and emotional development of pupils. Pupils' self-esteem is emphasised strongly, and this over time has a positive impact on pupils' attitudes to learning. Leaders rightly acknowledge that there remains more to do. Reducing the school's rate of fixed-term exclusion sits firmly on leaders' list of priorities.

Attendance has improved and is now in line with the national average. Although persistent absence is above that seen nationally, leaders are doing all they can. Families are well supported, and some pupils in extenuating circumstances attend as often as possible.

Safeguarding

The arrangements for safeguarding are effective.

Staff fully understand their roles in keeping children safe. They follow leaders' expectations, and safeguarding concerns are immediately followed up. Key staff have a strong understanding of the local context, their families and the processes around safeguarding in the local area.

Leaders liaise with a variety of outside agencies to meet the needs of their pupils. The most vulnerable pupils are supported well through bespoke interventions that help pupils take an active part in school life.

Pupils benefit from a clear emphasis in the curriculum on how to keep themselves safe and healthy.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have established the curriculum and made improvements in many subjects, including mathematics. However, in writing, pupils' presentation is not as good as it should be. Teachers should support pupils to increase the legibility, consistency and quality of their handwriting.
- Leaders have prioritised the teaching of phonics. Staff have received useful training and possess secure subject knowledge to teach phonics well. Leaders need to prioritise staff hearing pupils' read so that those pupils that need to catch up develop fluency more quickly.
- Leaders have introduced new strategies to help a minority of pupils manage their behaviour more successfully. This is making a very positive difference. Nevertheless, leaders should continue to build on this initial success and further reduce the rate of fixed-term exclusions.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	116336
Local authority	Hampshire
Inspection number	10111114
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	352
Appropriate authority	The governing body
Chair of governing body	Glynis Wright and Janet Cane
Headteacher	Emma Howlett
Website	www.newtownceprimary.co.uk
Date of previous inspection	27–28 June 2017

Information about this school

- At the time of the last inspection the present headteacher was acting headteacher. She was appointed permanently to the post in July 2017.
- Several members of staff have been appointed since the previous inspection, including the deputy headteacher, teachers and learning support assistants.
- In May 2019, the school was inspected under section 48 of the Education Act 2005. The purpose of this inspection was to evaluate the quality of religious education and the Christian nature of the school.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Very occasionally, Ofsted will delay the publication of a report to ensure full consideration of concerns identified during the quality assurance process. In a rare instance, this process may suggest gaps in the inspection evidence base, which will cause Ofsted to conclude that the inspection is incomplete. This happened at Newtown Church of England Voluntary Controlled School. Her Majesty's Inspectors returned to the school in December 2019 to gather additional information to secure the evidence

base. In such cases, the inspection report is not published until Ofsted is satisfied that the inspection is secure.

- We did dives in these subjects: reading, mathematics, writing, science, geography and history. We talked to subject leaders, staff and pupils, visited lessons and looked at pupils' work.
- We visited lessons in all year groups, mostly accompanied by a senior member of staff.
- We listened to pupils read from a range of year groups across the school. Phonics teaching was observed in all of the Reception and key stage 1 classes.
- We met with senior leaders, staff, pupils and representatives of the governing body, including the co-chair.
- We met with a newly qualified teacher and a trainee teacher to evaluate their induction into the school and the support given.
- We considered the views of parents, staff and pupils by analysing responses to questionnaires.
- We looked at documentation provided by the school. This included the school's own development plan and documentation related to attendance, child protection and safeguarding.

Inspection team

Brian Macdonald, lead inspector	Ofsted Inspector
Sir Robin Boshier	Ofsted Inspector
Debra Anderson	Ofsted Inspector
Elizabeth Farr, lead inspector	Her Majesty's Inspector
Aimee Floyd	Her Majesty's Inspector

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