

Inspection of a good school: Newport Church of England Voluntary Controlled Junior School

Avenue Road, Newport, Shropshire TF10 7EA

Inspection dates:

1 and 2 March 2022

Outcome

Newport Church of England Voluntary Controlled Junior School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if the inspector were to carry out a section 5 inspection now. The school's next inspection will be a section 5 inspection.

What is it like to attend this school?

Pupils, staff and the vast majority of parents and carers are extremely proud of their school. They describe the school as a caring and happy place to learn. Pupils are enthusiastic about their learning. They understand the extremely high standards expected by leaders in all areas of school life. Pupils rise to these expectations confidently.

The school's values, the three 'Cs' of community, compassion and courage, are integral to every aspect of school life. Pupils' behaviour in and around the school is exemplary. Pupils feel safe and cannot recall any incidents of bullying. Pupils trust adults to help them sort out any falling out.

Pupils have a deep understanding of fundamental British values, including tolerance and respect. They debate and discuss topics maturely. One pupil said, 'Although we are all different, no one is left out.'

Pupils thrive at Newport Junior. They learn to swim confidently in the school's on-site pool. Classrooms buzz with lively and interesting discussions. Pupils participate in the wide range of clubs on offer, such as choir, cricket and drama. They showcase their talents by entering mathematics and art competitions, participating in sports tournaments and singing at a local nursing home.

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

Leaders, governors and staff provide an excellent education for all pupils. Without question, leaders enable all pupils to gain essential knowledge and skills to prepare them well for their future. Subject leaders carry out their roles and monitor their subjects

successfully. There is an extraordinary spirit of teamwork and collaboration among staff. Governors have high expectations of school leaders. They have a firm understanding of the school's work because they ask leaders probing questions. Governors ensure they are extremely well informed.

The school's curriculum is inspiring, highly engaging and well designed in all subjects and year groups. Teachers use assessment information well to ensure that new work builds skilfully on pupils' earlier work. Teachers are always thinking ahead to what needs to be taught next and always have a challenge in reserve. Staff continually embed the important knowledge that all pupils, including those with special educational needs and/or disabilities (SEND), should remember. As a result, pupils confidently use and apply their ideas to learn more in the curriculum. Pupils achieve highly.

Staff have expert subject knowledge. They use their effective training to ensure that all pupils benefit from the same learning opportunities. They include any important learning that pupils may have missed because of COVID-19 efficiently. Consequently, pupils are very well prepared for their next stage of learning.

Pupils with SEND get the right support and resources at every stage of their learning. However, a small number of parents are not always clear about the support that is provided.

Leaders prioritise reading. The phonics programme is well structured and expertly delivered. Staff systematically check the sounds pupils know. Teaching assistants are deployed effectively to provide daily support for those who struggle with reading. Teachers make sure that the books pupils read match the sounds they learn. As a result, by the time pupils leave the school, they are fluent readers. In English, pupils study high-quality texts such as 'The Jamie Drake Equation', with meaningful links made to other areas of the curriculum. Pupils look forward to their visits to the well-stocked and attractive school library.

Leaders make sure pupils' wider development is of a high standard. Pupils take part in a range of trips and visits. For instance, pupils visit different places of worship, including their local church and mosque. Pupils talk animatedly about their residential visits, trips to the theatre and the National Space Museum. They enjoy 'Beech's Base' an on-site outdoor classroom. Here, pupils undertake well-planned forest school activities which are linked to the curriculum. One pupil expressed how they felt 'free' when learning in this way. Pupils are proud of the role they play as 'Guardians of Safety', school councillors and worship leaders. These roles enable pupils to fully contribute to school life.

Safeguarding

The arrangements for safeguarding are effective.

Pupils' welfare is a top priority. Leaders train staff so that they know what to do if they have concerns about a pupil's welfare or a colleague's practice. They take action without delay. The school works well with other organisations to support pupils and their families. Leaders and governors check that staff are suitable before they begin work at the school.

Pupils are taught to keep themselves safe and learn about road safety and cyber-bullying. Older pupils undertake the West Mercia STAR (Stop, Think, Act, Reflect) programme, which educates them about the dangers of illegal drugs.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A small number of parents raised concerns that leaders do not provide them with sufficient information about the special needs support their child receives. Leaders acknowledge that, due to the COVID-19 pandemic, communication with parents about SEND has not been as effective. Leaders should ensure that these parents receive clear information about the support their child receives.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in April 2012.

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 information from Ofsted Parent View 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 are the school and you are 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	123489
Local authority	Telford and Wrekin
Inspection number	10212495
Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	330
Appropriate authority	The governing body
Chair of governing body	Laurie Boardman
Headteacher	Nicola Moody
Website	newportjuniorschool.org.uk
Date of previous inspection	9 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative providers.
- The headteacher has a 0.8 contract and the deputy headteacher steps up into this role for 0.2 of the week.
- The school is a voluntary controlled Church of England school. The last section 48 inspection was carried out in 2017. The next inspection is due in 2023.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher, the special educational needs and disabilities coordinator, curriculum leaders and class teachers. The inspector also met with representatives from the governing body.
- Deep dives were carried out into reading, mathematics and art and design. For each deep dive, the inspector looked at the curriculum and spoke to leaders about their

subjects. The inspector conducted joint lesson visits with leaders, spoke to pupils about their work and wider school experiences and looked at a range of work.

- The inspector checked the history and music curriculum.
- The inspector scrutinised a wide range of safeguarding information, including the school's policy. They spoke to staff and pupils about safeguarding and looked at how pupils learn to keep themselves safe. The inspector spoke to the safeguarding leads about the recording and reporting of any safeguarding incidents.
- The inspector checked the school's website.
- The inspector considered the responses to Ofsted Parent View and the views of staff to Ofsted's online survey.
- The inspector met with several parents on the playground during the inspection.

Inspection team

Heather Phillips, lead inspector

Her Majesty's Inspector

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