

INSPECTION REPORT

NEWCHURCH COMMUNITY PRIMARY SCHOOL

School Lane

Newchurch

Isle of Wight

LEA area: Isle of Wight

Unique reference number: 118162

Headteacher: Mrs Anne Watts

Reporting inspector: Stuart Russell
21292

Dates of inspection: 21 - 23 March 2000

Inspection number: 189970

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 9

Gender of pupils: Mixed

School address: School Lane
Newchurch
Isle of Wight

Postcode: PO36 0NL

Telephone number: 01983 865210

Fax number: 01983 865210

Appropriate authority: Governing Body

Name of chair of governors: David Poulton

Date of previous inspection: 21.10.96

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Stuart Russell	Registered inspector
Geoffrey Humphrey	Lay inspector
Therese Kenna	Team inspector

The inspection contractor was:

Chase Russell Limited
85 Shores Green Drive
Wincham
Northwich
Cheshire
CW9 6EJ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
Teaching is very good	
The pupils are keen to learn	
The pupils achieve high standards	
WHAT COULD BE IMPROVED	12
Links with parents	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	13
PART C: SCHOOL DATA AND INDICATORS	14

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a small, rural, four to nine community primary school that draws its pupils from the village of Newchurch and the surrounding area. There are 177 pupils on roll; 96 boys and 81 girls. Many parents choose to bring their children to the school from outside the catchment area. At present 48 percent of the pupils are from outside the catchment area. All the pupils are of white, UK heritage. The percentage of pupils identified as having special educational needs and the percentage with statements of special educational needs, are in line with the national average. Baseline assessment indicates that there is a wide range of attainment on entry to the school at age four with most children working towards the Desirable Learning Outcomes and a minority already working towards level 1 of the National Curriculum. The percentage of pupils known to be eligible for free school meals is below the national average. The circumstances of the school are similar to those at the time of the last inspection. At the time of the inspection there was one Year 5 pupil on roll.

HOW GOOD THE SCHOOL IS

This is a very effective school. The pupils achieve high standards and by nine are very well equipped for their move to the Middle School. In the 1999 National Curriculum tests the seven year olds reached standards in reading, writing, mathematics and science that were well above the national average. In reading, those who reached the level that is normally expected of nine year olds, level 3, was very high in comparison to the national average. Eight per cent even reached level 4. This is the standard expected of 11 year olds. There is a very high standard of teaching in the school. All the teaching observed was at least good, often very good and frequently, excellent. As a result of this very good teaching, the pupils make very good progress. They are enthusiastic and keen to take part in the lessons. The headship of the school has changed twice since the last inspection. There have also been periods when the school has been under the charge of the deputy head or an acting head. The governors have led the school very well through this difficult time with the support of the local education authority. At their meeting with the Registered Inspector, the governors emphasised the significant contribution of the staff of the school in helping to maintain stability during this period. Since her appointment last year, the current headteacher has established a good whole-school view and appropriate priorities. Despite the lack of continuity in leadership since the last inspection, the school has raised standards during this time, addressed the 'Key Issues' that were left with it by the last inspection and gone on to improve the school. The school provides very good value for money.

What the school does well

- Teaching is very good.
- The pupils are keen to learn.
- The pupils achieve high standards.

What could be improved

- Links with parents.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1996. The school has improved well in terms of:

- Standards are higher than at the time of the last inspection in reading, writing, mathematics and science at age seven.
- The school has continued to develop its policies, schemes of work, assessment procedures and monitoring of its provision; for instance, through analysis of test results.
- Criticisms that were made at the time of the last inspection of the school's spiritual and cultural provision, are no longer the case.

- The school has successfully addressed the 'Key Issues' that were left with it by the last inspection.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	Compared with			
	All schools			Similar schools
	1997	1998	1999	1999
Reading	A	A	A	A
Writing	B	B	A	B
Mathematics	C	B	A	B

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The pupils make very good progress throughout the school; this includes the able and those with special educational needs. The results of the seven year olds, both boys and girls, in the 1999 National Curriculum tests were well above the national average. This was also the case in science. In writing and mathematics the pupils' results were above the standards being reached in schools similar to Newchurch Primary School and in reading, well above. In reading, the percentage of seven year olds at the school who reached level 3, was very high in comparison to the national average; 58 per cent reached level 3 or above compared to 29 nationally. Eight per cent reached level 4. The percentage of seven year olds who achieved this standard nationally was so low that it is not recorded. The percentage of seven year olds at the school reaching level 3 in writing and mathematics was well above the national average. Twenty-two per cent reached level 3 in writing compared to eight nationally and 36 per cent reached level 3 in mathematics compared to 21 nationally. In science there was a similar picture with standards being reached that are well above the national average; 36 per cent reached level 3 compared with 21 nationally. Overall the standards reached by the seven year olds during the last three years, in reading, writing and mathematics have been above those achieved by most pupils nationally. The trend in the standards that the seven year olds reach, is upwards. For instance, in 1997 the standards being achieved in mathematics were in line with the national average; in 1998, above average; and in 1999, well above average. Standards rose sharply in 1999 in all three subjects. In 1999, the boys and girls did equally well in writing but the girls did better than the boys in reading and mathematics. By the time the pupils leave the school at nine to go to the middle school, they are achieving standards across the curriculum that are well above average and in English, very high. Because the standards are so high, it takes a positive effort of mind to remember that this is a First School and not a 5 to 11 primary school. The pupils' work is excellently presented and standards of handwriting are excellent. They talk knowledgeably about artists, musicians, history and geography and produce high quality work of their own; in singing, painting and physical education, for instance. In religious education the pupils have a very good grasp of bible stories and Christianity and also know about the religious and cultural traditions of other faiths. They pupils use information and communications technology (ICT) confidently to present their work and as a source of information.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils show great interest in the activities prepared for them. They are enthusiastic, they concentrate very well and maintain their interest. Ninety-six per cent of parents said that their children like coming to school.

Behaviour, in and out of classrooms	Very good. The pupils work and play very well together.
Personal development and relationships	Very good. No bullying, sexism or racism was observed during the inspection but rather respect for one another. The school and its pupils are very involved in the life of the community and support national and international charities. For instance, the school takes part in the local Garlic Festival and supports charities organised by Blue Peter. Support for Blue Peter is often organised by the children themselves.
Attendance	Although there was no unauthorised absence, the attendance rate at the school in the 1998/99 academic year was well below the national average. The rate of attendance so far this year is much improved and so far this school year, it is in line with the national average for 1998/99.

- The teachers are very skilful at pitching the challenge of the pupils' work correctly and varying the activities during lessons to hold the pupils' attentions. This, along with the rapid pace of the lessons, results in the pupils' eagerness to learn.
- The pupils collaborate very well. This is very noticeable during investigative work; in mathematics or science, for example. School premises, books and equipment are looked after very well. Standards of supervision of the pupils by the staff are excellent.
- The pupils take responsibility and show initiative. This is very much the result of the very high expectations of the teachers who organise their classrooms and lessons so that the pupils can become independent. A most successful characteristic of the teaching at this school is that the teachers teach the pupils how to learn.
- The school is working on strategies to raise attendance levels even higher.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-9 years
Lessons seen overall	Very good	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

There is a very high standard of teaching and learning in the school. Of the lessons seen, ten per cent were judged to be good, 65 per cent very good and 25 per cent, excellent. English and mathematics were taught best of all. The teaching of reading is excellent. Parents support the teaching of reading by listening to their children read at home; re-inforcing the skill and extending the learning by exploring the content of stories with their children. This helps the pupils to develop comprehension skills. The very high standards of reading, increase the pupils' capability to learn. It means that when work in any subject involves reading, this in itself presents no problem. The school has a policy for meeting the needs of able pupils and is preparing a register of the able and talented. The school's assessment procedures are excellent; as are the arrangements for meeting the needs of pupils with special educational needs. In lessons pupils are presented with appropriately challenging work with the result that they are keen to learn. A sign of this is the great speed with which lessons begin after breaks. The pupils are eager to start their lessons again because they know that what they will be doing will be interesting, very well organised and lively. Lessons move at a great pace. Classroom assistants are very well informed and make an excellent contribution to the success of the teaching; for example by supporting small groups and individuals during group-sessions. Grandparents, parents and friends similarly add to the high quality of teaching that the pupils receive. A small group of young children who were sewing with parents, were reaching standards much higher than what would have been possible without this parental help. At an after-school club, a volunteer demonstrated to the children how he makes his family's 'secret' Mars Bar cake. This was an excellent role model, demonstrating that cooking was for both boys and girls and the subsequent cookery book that the pupils were producing, would be of interest to all.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school meets statutory requirements and provides a rich primary education for all its pupils. All curricular activities are worthwhile and purposeful. Very good use is made of outdoor education centres to extend curricular opportunities.
Provision for pupils with special educational needs	Provision is excellently organised by the special educational needs co-ordinator (SENCO). Effective procedures enable the school to collaborate closely with other agencies involved in meeting the needs of pupils with special educational needs. (SEN)
Provision for pupils' personal, including spiritual, moral, social and cultural development	Since the last inspection the school has maintained its strong provision for the pupils' moral and social development and strengthened its provision for their spiritual and cultural development. For instance, time is given during collective worship for quiet reflection and the pupils' awareness of other cultures is enhanced through the school's links with world charities.
How well the school cares for its pupils	The school's procedures for child protection follow the requirements of the local Area Child Protection Committee and that the governing body ensures that these are followed. The governing body has procedures for ensuring the school meets all relevant health and safety legislation and a committee to oversee this. The school is outstandingly clean and well looked after.

- The curriculum is enriched by links with the local nursery and middle school. Learning about writing letters had a point for the nine year olds when they wrote thank-you letters to the staff and pupils at the middle school for welcoming them on a recent visit. After school, eight year olds are involved in entrepreneurial endeavours to invest a sum donated by local charity and in competition with other schools, seek to make most profit.
- The headteacher is at present undertaking training in child protection procedures.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has established a good whole-school view and appropriate priorities since her appointment last year. A system of subject co-ordinators is in place to support the headteacher in her management of the school.
How well the governors fulfil their responsibilities	The school is very well led and managed by a well-informed governing body. The governing body has a bank of talent and expertise among its members. They are very committed to achieving the best for the pupils of the school.
The school's evaluation of its performance	The school uses the statistics gained from the results of assessment and testing to inform planning and raise standards.
The strategic use of resources	The school uses its resources very effectively. It is very well stocked. The deployment and effectiveness of classroom assistance, is excellent.

The appointment of the present headteacher in January 1999, followed a period of upheaval. Since the last inspection less than four years ago, the school has had three headteachers, an acting-headteacher and a period when the school was managed by the deputy headteacher. Despite this hiatus in leadership, the school has fully addressed the 'Key Issues' left with it at the time of the last inspection; continued to develop its curriculum and teaching; and raised standards. The strong leadership provided by the governors with the support of the local education authority has led the school successfully through a turbulent time in its history. Long-term plans are now imminent to

guide the school during the next three years.

As part of its work, the school compares itself with other schools, challenges itself, consults and seeks best value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• The school expects their children to work hard and to achieve his or her best.• The teaching is good.• Behaviour in the school is good.• Their children are making good progress in school.	<ul style="list-style-type: none">• A significant minority of parents did not feel that the school works closely with parents.• At the parents' meeting this was explained by some parents as a feeling that they were insufficiently involved in the full life of the school.

The inspection team endorses the positive comments of parents about the school and advocates that the school addresses parental concerns.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Teaching is very good.

1. Of the lessons seen, ten per cent were good, 65 per cent very good and 25 per cent, excellent. This is a significant improvement on the last inspection when 11 per cent of teaching was judged to be unsatisfactory, 89 per cent satisfactory or better, and four per cent very good or excellent.
2. The general picture of the teaching across the school, now matches what was said of the best teaching formerly. The quality of lesson preparation shows how very well the teachers know their pupils. Lessons appropriately challenge all abilities, with imaginative approaches to subjects catching the pupils' interest. The teachers keep the pupils' interest by shrewdly pacing the lessons to match the rate of learning and changing activities to maintain enthusiasm and concentration. These are planned, purposeful activities designed before the lesson to achieve its objectives; learning objectives that are clear to the teacher and shared with the pupils so that they understand what they are doing, how well they have done and how they can improve.
3. Lessons are lively and a lot of fun. There is a great deal of laughter. The teachers are very encouraging and supportive. The pupils consequently are keen to take part and there is no fear of failure. The last report said that 'if praise was made harder to earn this could increase challenge...and ensure that pupils are not too often working below their capacity.' This is no longer the case. The teachers expect the most of their pupils and the pupils rise to this. This was especially noticeable during the numeracy hour when seven year olds skilfully allocated numbers orally to a Venn diagram according to their factors, whether they were odd or even, or because of another mathematical characteristic.
4. Another criticism made of the teaching at the time of the last inspection was that the pupils did not have enough opportunity 'try things out for themselves...and extend their own learning.' Investigative and experimental work is now very good; as is the pupils' ability to apply learning and transfer what they have learned in one subject to another. A very good example of this was when Year 1 pupils made a pictogram in geography to investigate how the members of their class travelled to school. Indeed, a strength of the teaching is the independence that the teachers develop in the pupils. They teach the pupils how to learn so that by the time they leave to go on to the middle school, they are enthusiastic, competent learners.
5. Literacy and numeracy are taught excellently. The literacy and numeracy hours are most effective. Subject knowledge and technical competence is first rate and the lessons are lively and creative. Classroom assistants make a most valuable contribution to these lessons. They are excellently briefed in the learning objectives of the activities that they lead and effectively promote excellent progress.

The pupils are keen to learn.

6. The pupils respond very well to the teaching and in literacy and numeracy lessons, excellently. They are enthusiastic and keen to learn; productive and working at a good pace. They become deeply involved in what they are doing, sustaining high

levels of concentration. When they work with a partner or in a small group, the pupils collaborate very well, sticking to the task at hand and evaluating how well they are doing. A strength of the learning is the way pupils think and learn for themselves. They are particularly good at taking what they have learned and apply it in new situations. They can also organise their own equipment and resources independently; for instance, making very good use of information and communications technology (ICT) to extend their sources of reference.

The pupils achieve high standards.

7. Baseline assessment indicates that there is a wide range of attainment on entry to the school at age four with most children working towards the Desirable Learning Outcomes and a minority already working towards level 1 of the National Curriculum.
8. The pupils make very good progress throughout the school; this includes the able and those with special educational needs.
9. The results of the seven year olds, both boys and girls, in the 1999 National Curriculum tests were well above the national average. This was also the case in science. In writing and mathematics the pupils' results were above the standards being reached in schools similar to Newchurch Primary School and in reading, well above.
10. In reading, the percentage of seven year olds at the school who reached level 3, was very high in comparison to the national average; 58 per cent reached level 3 or above compared to 29 nationally. Eight per cent reached level 4. The percentage of seven year olds who achieved this standard nationally was so low that it is not recorded. The percentage of seven year olds at the school reaching level 3 in writing and mathematics was well above the national average. Twenty-two per cent reached level 3 in writing compared to eight nationally and 36 per cent reached level 3 in mathematics compared to 21 nationally. In science there was a similar picture with standards being reached that are well above the national average; 36 per cent reached level 3 compared with 21 nationally.
11. The standards of the pupils' work seen during the inspection confirm these high standards. The pupils write independently and at speed. They comprehend very well and their high standards of reading benefit the standards that they achieve in other subjects.
12. By the time the pupils leave the school at nine, they are achieving standards across the curriculum that are well above average and in English, very high. They talk knowledgeably about artists, musicians, history and geography and produce high quality work of their own; in singing, painting and physical education, for instance. In religious education the pupils have a very good grasp of bible stories and Christianity and also know about the religious and cultural traditions of other faiths. They pupils use information and communications technology (ICT) confidently to present their work and as a source of information.

WHAT COULD BE IMPROVED

Links with parents.

13. Of the responses to the statement on the parents' questionnaire that the school works closely with parents, 33 per cent (representing 33 parents) disagreed. At the parents meeting, this was explained by some parents as a feeling that they were insufficiently involved in the full life of the school. Although 33 parents is a minority of parents, it is still sufficient for the school to investigate and address their concerns.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

18. The governors, headteacher and staff should:
 - (1) investigate and address the concerns of those parents who feel insufficiently involved in the life of the school. (Paragraph 13)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
25%	65%	10%				

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)		177
Number of full-time pupils eligible for free school meals		12

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y5
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		39

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	8.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	19	17	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	18	17
	Girls	16	17	17
	Total	30	35	34
Percentage of pupils at NC level 2 or above	School	83 (77)	97 (81)	94 (84)
	National	82(80)	83(81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	19
	Girls	17	17	16
	Total	34	35	35
Percentage of pupils at NC level 2 or above	School	94 (92)	97 (98)	97 (80)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	177
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR– Y5

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	22:1
Average class size	25

Education support staff: YR – Y5

Total number of education support staff	8
Total aggregate hours worked per week	170

Financial information

Financial year	1998/99
	£
Total income	331 434
Total expenditure	331 966
Expenditure per pupil	1747
Balance brought forward from previous year	13019
Balance carried forward to next year	12487

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	177
Number of questionnaires returned	101

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	47	4		
My child is making good progress in school.	45	44	4		7
Behaviour in the school is good.	34	56	3		7
My child gets the right amount of work to do at home.	36	53	7	2	2
The teaching is good.	44	46	4		7
I am kept well informed about how my child is getting on.	26	47	18	10	
I would feel comfortable about approaching the school with questions or a problem.	42	33	19	6	1
The school expects my child to work hard and achieve his or her best.	48	46	1	1	5
The school works closely with parents.	28	40	23	10	
The school is well led and managed.	27	39	21	4	9
The school is helping my child become mature and responsible.	38	47	7	1	8
The school provides an interesting range of activities outside lessons.	19	44	20	6	12