



Newington Green Primary School

Inspection Report

Unique Reference Number 131325
LEA Islington LEA
Inspection number 282198
Inspection dates 4 October 2005 to 5 October 2005
Reporting inspector Keith Williams AI

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

Type of school	Primary	School address	Matthias Road
School category	Community		Newington Green
Age range of pupils	3 to 11		London N16 8NP
Gender of pupils	Mixed	Telephone number	02072543092
Number on roll	382	Fax number	02072759061
Appropriate authority	The governing body	Chair of governors	Mr T Dean
Date of previous inspection	22 January 2001	Headteacher	Ms Yorston

Age group 3 to 11	Inspection dates 4 October 2005 - 5 October 2005	Inspection number 282198
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report 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.

Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Newington Green primary is a larger than average primary school. The pupils are drawn from a wide range of cultural and ethnic backgrounds. Over a quarter are from Turkish backgrounds and a similar proportion are of Black British or African heritage. The remainder includes pupils of White British, Bangladeshi and Caribbean heritage and families with roots in India, Pakistan and China. Almost three-quarters are learning English as an additional language, a large proportion of whom are at an early stage of learning English. Almost one in four pupils has been identified with special educational needs. A high proportion of pupils join or leave the school, at other than the usual points of entry, many of whom stay for only short periods of time. Over one in four are the children of refugees or from families seeking asylum. The school also experiences a high turnover of teachers each year, with posts occasionally filled by temporary staff.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory standard of education and gives satisfactory value for money. The school views its effectiveness more positively than this. Inspectors agree that the school provides well for the pupils' personal development and ensures that they make good progress in English, but weaknesses in the provision for mathematics mean that, overall, most pupils make satisfactory progress. The school successfully places a high priority on the pupils' personal development and on ensuring that they are able to learn in a calm, supportive and safe environment. As a result, the pupils behave well; have positive attitudes to school and attendance rates are rising. The teaching of English is good and the pupils, including those at the early stages of learning English, make good progress in this key area. Those pupils with special educational needs are well supported so that they, too, achieve well and make good progress towards their targets. The pupils benefit from a broad, balanced and exciting curriculum with a strong emphasis, in and out of lessons, on the arts, humanities and sport. The provision for children in the Foundation Stage is good. The children make good progress, although standards are well below average by the end of Reception. The school has identified that too many pupils make slow progress in mathematics and is establishing strategies to deal with this. Previous weaknesses in the teaching, often due to the pupils being taught by a succession of temporary staff, has led to underachievement in mathematics. A check is kept on the teaching and learning, but inconsistencies remain. The recruitment of more permanent staff is giving the pupils more access to good teaching in mathematics and their progress is improving. This is reflected in the 2005 mathematics tests for eleven year olds, in which the proportion of pupils attaining the expected Level 4 rose significantly, although standards remain below those expected. The school has made satisfactory improvement since the last inspection. Most of the weaknesses identified in the last inspection have been addressed but the school recognises that more remains to be done to raise standards in mathematics. The school has the capacity to improve further.

What the school should do to improve further

* Raise standards in mathematics* Improve the monitoring of teaching and learning so as to iron out inconsistencies in teaching

Achievement and standards

Grade: 3

The pupils join the school with attainment that is very low. In addition, many of the pupils have little spoken English when they first start school. They get off to a good start in nursery and reception and make good progress, although less than a half are likely to reach the goals expected of them as they enter Year 1. Across the school, the pupils make satisfactory progress, although standards are exceptionally low by the end of Year 6. The pupils make good progress in English because every opportunity is taken to develop spoken English and reading and writing are well taught. Those

pupils at the early stages of learning English are given good support. They make brisk progress in their language acquisition so they, too, make good progress in English. The results in mathematics in 2004 showed that the pupils made significantly slower than expected progress. This underachievement is a legacy of previous weaknesses in the teaching, leadership and management of the subject. This has been recognised by the school and strategies have been put in place, which are slowly beginning to ensure that the pupils make satisfactory progress. The pupils are benefiting from more stable teaching that is often good. In addition, improvements to the leadership and management of the subject mean that assessment information is being used increasingly to track the pupils' progress and identify those who would benefit from extra help. This improvement is reflected in the school's performance in the 2005 national tests in mathematics for pupils in Year 6, where the proportion achieving the expected Level 4 rose significantly. The school's performance in English and mathematics in 2005 was close to its challenging targets. There is no significant difference in the achievement of different groups of pupils. The pupils with special educational needs are well supported and they make good progress towards their particular targets.

Personal development and well-being

Grade: 2

The pupils' all round development, including their spiritual, moral, social and cultural development, is good. The school is a harmonious and hard working community. There has been a significant reduction in exclusion rates in the past year and inspectors confirm the views of those pupils, parents and governors, who report that behaviour has improved and is now good. A school council has a significant impact on school life and the pupils are aware of, and contribute to, events in and out of school. Plans are well in hand to participate in the 'Children in Need' campaign and, in addition to organising fundraising, the pupils are keen to appear on TV to explain their ideas for improving the lives of other children. The pupils have a mature and responsible attitude and show respect and understanding for cultural and religious differences. They feel safe and are confident about approaching friends and adults for help and support. Attitudes to learning are good and the rate of attendance is continuing to improve, so that it is now close to the national average. The school works very hard to encourage pupils to come to school regularly and punctually - the best classes are rewarded with a fun 'Champions' breakfast club. They are proud of their school, appreciate the benefits that it brings them and participate well in lessons and extra-curricular activities. They talk enthusiastically about activities to improve their diet and levels of fitness as part of gaining the Healthy School Award.

Quality of provision

Teaching and learning

Grade: 3

Overall, the quality of teaching is satisfactory. Teaching in English is good and has a direct impact on the good progress made by the pupils and their achievement. Raising

standards in English has been a major focus for the school in recent years and the school has benefited from the input of outside expertise. The co-ordinator has a good understanding of what is working well and what needs to improve and this is used to ensure a consistent approach across the school. The support for the pupils at the early stages of learning English is good, so that they make brisk progress in their language acquisition. The teaching of pupils with special educational needs is good. The school has identified the need to raise standards in mathematics, but weaknesses in the teaching, mainly relating to a series of short-term, temporary teachers, has left a legacy of underachievement in the subject. The current teachers have a better understanding of how pupils learn mathematically and the teaching is often good. Consequently, the rate of progress made by the pupils is increasing and is now adequate. The school recognises that intensive support provided by the LEA has not yet had the expected impact and there are inconsistencies from class-to-class. Too often, the pupils practise work they are already confident about, which limits their progress, particularly for those pupils capable of reaching the higher levels. The work planned does not always take sufficient account of the pupils' capabilities. For example, more could be expected of the more able pupils who are not always given sufficiently challenging work. Marking is carried out conscientiously, but does not always relate to what the pupils were expected to learn or provide them with sufficient information to enable them to improve. Across the school, the teachers are clear what the pupils are expected to learn and they share helpful 'success criteria' with them at the start of lessons. In the best examples, these are referred to by the teacher throughout the lesson to keep a check on the pupils' understanding. The pupils enjoy learning independently, for example when investigating switches in science. There are satisfactory arrangements for assessing the pupils' work and this information is being increasingly used to identify pupils for extra help. In 2005 national tests in mathematics for pupils in Year 6, the proportion achieving the expected Level 4 rose significantly and was close to the school's challenging target, although this remains below what is expected.

Curriculum and other activities

Grade: 2

The curriculum is planned well to meet the pupils' needs. A newly devised 'creative curriculum' is helping pupils to understand the relevance of their work and appreciate the connections between subjects. Science and art lessons, for example, are linked to the school's gardening projects and Black History Month is being incorporated into some English, geography and music lessons. As one pupil asked his teacher in a mathematics lesson focusing on Islamic patterns, 'Are maths and RE linked, then?' The curriculum for the Foundation Stage has improved since the last inspection and is now good. The children receive a good grounding in the early skills of literacy and numeracy and exciting activities in each of the six areas of learning. A high priority is given to the pupils' personal, social and health education. The pupils share their views about sensitive issues, aspects of social awareness and behaviour. They understand the need for rules in school and in the wider society. All staff promote the importance of celebrating diversity, respecting others' views and feelings and developing an understanding of what it means to belong to a community. Experiences are enriched

by a good range of after-school music, dance, drama, art and sports clubs, involvement in public performances, visits from touring professional drama and opera groups and visits to places of cultural interest such as the Sadler's Wells Ballet.

Care, guidance and support

Grade: 2

The school provides a good level of care, guidance and support for pupils. Every effort is made to ensure that they feel secure and cared for and are fully included and valued. Health and safety procedures are reviewed regularly, arrangements for child protection are strong and all adults are made aware of their responsibilities. The school is making increasing use of the data gained from testing pupils and analysing it to provide more rigorous and challenging targets for improvement. The pupils have trusting relationships with the adults in school, have confidence in their teachers and enjoy school. They are taught to take care of themselves and make healthy and safe choices. Vulnerable pupils are given strong support that often extends to the needs of the whole family. The pupils with special educational needs are well provided for; statutory requirements are carried out and support is well organised and targeted to the pupils' needs. A close check is kept on the progress of pupils of different backgrounds and those at the early stages of learning English are well supported. The school works very effectively with many external agencies from whom it receives a wide range of support and advice. The vast majority of the parents who completed the questionnaire feel that their children are safe and well cared for and that their views are taken into account.

Leadership and management

Grade: 3

The leadership and management are satisfactory. The headteacher, deputy, staff and governors are committed to providing an exciting curriculum and ensuring that the pupils feel safe and able to succeed. There is a strong emphasis on promoting the pupils' welfare and personal development and raising their self-esteem. Despite a large number of staff changes, there is a clear sense of team work. The leadership roles of staff are becoming more clearly defined. Individual strengths are utilised so that important areas, such as the evaluation and use of assessment data, is beginning to raise the pupils' achievement. As a result, for example, standards in mathematics are now rising, but there remains more to be done. The leadership and management of the foundation stage have improved since the last inspection and this contributes to the good progress made by the youngest pupils. Governors are very supportive of the headteacher and deputy and are establishing strategies to ensure that they are well informed about the school's strengths and weaknesses. The monitoring of teaching and learning is overseen by the headteacher. Other staff are increasingly involved. Consequently, the school leaders have an appropriate view of where the teaching is most and least effective and individual programmes of support are provided when necessary. However, the monitoring activities do not always lead to the identification of specific, whole school areas for development. Consequently, for example, inconsistencies in the teaching of mathematics have led to underachievement in recent

years. The school has been through a period of financial difficulty but, by prudent financial management, has carried forward a small surplus into the current year. The school leaders have an accurate picture of the school's strengths and weaknesses but their view of the impact of its work, particularly on the overall progress made by pupils, is sometimes overstated. Given the sound improvement since the last inspection, the good progress made by pupils in English and the good provision in the foundation stage, the school demonstrates satisfactory capacity to improve.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

This letter is to tell you about the findings of the recent inspection. Thank you for taking the time to talk to us. We enjoyed talking to you and your views and opinions have given us a lot of helpful information. Your headteacher and teachers work hard to make sure that your school is safe and welcoming. You told us that you enjoy your lessons and that your teachers are friendly and helpful. We agree with you. Watching you in lessons, we can see that you work hard and try to do your best. We are pleased with the way that you all get on together in lessons and on the playground. You are very respectful of other children and the adults in school.

Your teachers have done a lot to see that you do well with your reading and writing and to make sure that those of you who are new to learning English get the help that you need. You told us how much you enjoy lessons in subjects like art, history and geography and we are pleased that many of you take part in music, dance and sport outside of lessons. You have many good opportunities to visit places of interest, such as the ballet. Your teachers have plans to help you do better in mathematics and we think they are right to do this. Sometimes you practise work that you can already do when you could be given harder work to try. We are sure that you and your teachers will be able to sort this out. We also think that a closer check needs to be kept on what is going on in lessons, especially in mathematics.

We are pleased that many of you help the school to run smoothly. Many of you told us how proud you are of your school council and how you are looking forward to 'Children in Need'. Those of you who help as 'playground angels' also deserve a pat on the back. Once again, thank you for your help during the inspection. We enjoyed being in your school and we wish you good luck for the future.