



Newport Church of England Aided Primary School

Inspection Report

Better
education
and care

Unique Reference Number 118200
Local Authority Isle of Wight
Inspection number 291049
Inspection dates 1–2 February 2007
Reporting inspector Michael Pye

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

Type of school	Primary	School address	Hazel Close
School category	Voluntary aided		Carisbrooke Meadows
Age range of pupils	4–9		Newport PO30 5GD
Gender of pupils	Mixed	Telephone number	01983 522826
Number on roll (school)	251	Fax number	01983 528016
Appropriate authority	The governing body	Chair	Mr Roger Mannison
		Headteacher	Mrs Linda Windsor
Date of previous school inspection	20 May 2002		

Age group 4–9	Inspection dates 1–2 February 2007	Inspection number 291049
-------------------------	--	------------------------------------

© Crown copyright 2007

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

This popular school is located in an area of relatively new housing. Pupils come from a mix of social and economic backgrounds and the percentage entitled to free school meals is below the national average. The proportion of pupils with learning difficulties or disabilities is below the national average, as is the number of pupils with a statement of special educational need. The pupils are predominantly of White British origin and none has English as an additional language. The school has the Healthy School, Eco-School, and Basic Skills Awards. It is an Investors in People organisation.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school accurately assesses itself as providing a good education for its pupils. Inspectors also identified strengths in the curriculum and personal development and well-being of pupils. Vibrant displays around the school reflect how well pupils respond to the varied and interesting activities they have as part of the outstanding school curriculum. The school provides high quality care for the pupils. These strengths together with the further improving standards reflect the school's outstanding leadership and management.

Senior managers, led by the very effective headteacher, have established comprehensive monitoring systems and consequently have an extremely secure understanding of the school's strengths and weaknesses. This knowledge is used to set relevant and realistic priorities which bring improvement, such as in the training and guidance for subject managers. This has meant that leaders exercise more responsibility for pupils' progress.

In the good Reception area the children achieve well, particularly in their personal and social skills development. They enter Year 1 with broadly average levels of skills and knowledge for their age group, make good progress, and attain above average standards by the end of Year 2. The good progress of pupils continues in Years 3 and 4. Teachers benefit from a well organised cycle of observations and feedback which results in pupils receiving good and sometimes outstanding teaching. Pupils feel safe, are able to concentrate on their studies and respond well when asked to work independently. The school recognises that there are occasional inconsistencies where teachers spend too much time on whole-class work and do not reinforce pupils' knowledge of targets.

The good achievement levels are also the consequence of very good pupil attitudes and outstanding personal development. As one parent wrote, 'The school's values and ethos allow children to thrive and learn. Every child does matter'. Pupils know how to stay safe. They behave well and talk excitedly about their lessons, visits and visitors. Their knowledge of healthy lifestyles is very secure, with one pupil commenting on the quality of his school lunch, 'That was a great meal! We do a good roast here!' Pupils' understanding of community responsibility is excellent and makes a further strong contribution to their preparation for later life. The pupils participate in, and make meaningful decisions when elected to the Eco-school council and the school council.

Leaders and managers at all levels are exceptionally well informed about their responsibilities. This leads to accurate self-assessment and very relevant development planning taking place. Leadership has taken steps in improving writing, assessment procedures and the foundation subjects that are having a very positive impact on pupils' standards and progress. Governors actively participate in this rigorous monitoring and evaluation and provide excellent support for the school. Since the last inspection above-average academic standards have been further improved upon, the role of managers has been extended and the pupils now benefit from extensive cultural experiences. The potential for further improvement is outstanding.

What the school should do to improve further

- To improve the quality of learning, ensure that all teachers adopt consistent approaches to providing independent learning opportunities for pupils.
- Ensure that targets for improvement are consistently reinforced in lessons.

Achievement and standards

Grade: 2

Good pupil attitudes and teaching contribute to good achievement and standards that are consistently above average. Children enter Reception with some weaknesses in their skills and knowledge, particularly in language. They make good progress during Reception and by the time they enter Year 1 almost all pupils meet their early learning goals and some exceed them. Teacher assessments in 2006 at the end of Year 2 show pupils gaining above average standards in mathematics, reading and writing. Not complacent, the school identified a need to further improve the quality of boys' writing. Consequently, it has successfully introduced more opportunities for creative writing in subjects across the curriculum and boys' writing is now improving. Good progress continues in Years 3 and 4 and most pupils leave Year 4 with standards above the national average. As a consequence of some good tracking methods and well targeted support, pupils with learning difficulties and disabilities make good progress to their personal targets. Higher attaining and gifted and talented pupils are provided with challenging and interesting tasks, and consequently achieve well.

Personal development and well-being

Grade: 1

The personal development and well-being of pupils are outstanding. Their spiritual, moral, social and cultural development is excellent and they show an impressive awareness of issues in their support for charities. The Green Flag Award and pupils' displays of work about the environment reflect their real concern for the planet.

Pupils really enjoy their education, saying that they love their school and would recommend it to others. They take part in a range of extra curricular activities and clearly appreciate the very wide range of trips and visits that contribute so much to their social and cultural development. Inspectors agree with most parents who believe that pupils have positive attitudes and behave well. Where occasional incidents occur, pupils say that they are dealt with effectively and quickly. Pupils feel safe because messages about how to stay safe are constantly reinforced in lessons. Community activities are outstanding, as one pupil explained, 'We all work together'. Pupils' awareness of healthy lifestyles and issues is excellent and, significantly, they put their beliefs into practice when eating and exercising. The above average standards of basic skills, including information and communication technology (ICT) contribute to pupils' good preparation for future life.

Quality of provision

Teaching and learning

Grade: 2

The monitoring of teaching and learning is very thorough and leaders correctly evaluate both as good. Effective teaching was observed in all year groups including Reception. Some lessons are outstanding because of the quality of planning and use of resources. Group and paired work and opportunities for pupils to judge their own work and that of others are used exceptionally well.

In a few lessons there are some inconsistencies in the use of time. In particular some whole class sessions are prolonged and this limits the opportunities for pupils to learn independently. Assessment procedures are good, and used well to provide extra support, or set challenging targets for individuals. Pupils enjoy their lessons because teachers use a good variety of approaches, often making very good use of ICT. Activities in Reception are particularly well matched to the needs of young children. Pupils learn well in a bright and stimulating environment, where displays of their work are given prominence.

Pupils with learning difficulties and disabilities are supported well and the school makes very good use of its well-trained teaching assistants.

Curriculum and other activities

Grade: 1

The curriculum is outstanding, as is the provision for enrichment; they contribute effectively to pupils' personal and social development. The curriculum's strength lies in the way in which leadership has kept a very clear focus on developing basic skills, whilst maintaining exceptional breadth and balance. This results from the school's very effective use of the foundation subjects in supporting progress in reading and writing. Work in history is particularly good because of careful planning and links with an exciting range of local visits and a study trip to the British Museum. Boys are responding particularly well to this approach, which includes imaginative and creative opportunities for discussion, reading and writing. Children in Reception respond positively to the outstanding opportunities they have to make choices within a very well structured curriculum.

Pupils also benefit very well from excellent opportunities to learn Spanish, participate in theme weeks and community events. They enjoy the exceptional range of extra curricular opportunities which include clubs, visits, residential trips, the Eco Council and regular drama presentations. This wide range of activity also reflects the leadership's willingness to find and use a wide range of local resources to support pupils' learning.

Care, guidance and support

Grade: 2

Care, support and guidance for pupils are good overall. Pupils are able to progress well in both their pastoral and academic development because they feel secure as a result of the very high quality care that they receive. Arrangements for health and safety, risk assessment and child protection are very secure. Pupils say they are very happy, and that adults know them and their needs well. This knowledge results from strategies such as the very good opportunities for informal discussion about pupils' welfare when parents and pupils arrive in the morning. Consequently, teachers are alerted to concerns at an early stage and matters are quickly resolved. Pupils and the great majority of parents do not agree with a very small number of parents who expressed concerns over occasional bullying. Pupils are regularly assessed and academic monitoring is good. Targets for improvement are set, but not all pupils know them, partly as a consequence of inconsistencies in the way they are reinforced by some teachers.

Leadership and management

Grade: 1

The leadership and management of the school are outstanding. As one parent wrote, 'My personal experiences of the school are one hundred per cent positive, and the school feels like a well-run ship'. Exceptional team work has contributed to very good improvement since the last inspection in areas such as ICT and rising standards in recent years. Staff are not complacent, they accurately diagnose where improvements are needed. Their actions are already further improving standards in writing and the use of assessment. The foundation subjects, like art and history are very effectively used to support pupils' learning in basic skills. Leaders have overseen the high quality of pupils' care and personal development and the quality of teaching has been improved.

The inspirational leadership of the headteacher has led to the establishment of a very effective management structure which promotes high quality monitoring, self-evaluation and the targeting of resources. This has contributed to above average standards and marked improvements in the quality of boys' writing. All leaders have an extremely comprehensive understanding of their areas of responsibility which impact on the quality of education and standards in the school. For example, foundation subject managers review their curriculum to ensure effective support for literacy skills. The highly experienced governing body carry out some outstanding work in visiting and supporting the school. A very wide range of people are consulted prior to development planning. Parents are consulted and managers monitor and review constantly and report regularly to governors on developments in their areas of responsibility. Excellent use is made of performance management targets and the professional development of staff, including teaching assistants, to move the school forward.

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

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for speaking to us when we visited your school recently. We listened carefully to what you had to say and agree with you that your school is good.

We believe the school does many things very well. For example, the school is very well run by the headteacher, her managers and governors. This ensures that you are very well cared for, the school day runs smoothly and that you have some excellent things to do that help you to learn. The visits and visitors you have, along with the chances you have to take decisions about school life all help prepare you very well for the next stage in your life. The school uses an excellent variety of other organisations to help you to learn, such as the theatre group which you all enjoyed so much.

You are learning faster than many other pupils and your results are above what is normally expected. Well done! This is a result of the good teaching you get but also because you are keen to learn and do well. We also liked the way that you know about how to stay safe and healthy, keep up the good work in the Eco Club! The school gives you really excellent opportunities to get involved in your school and local community.

We have asked that all teachers give you good opportunities to work on your own and that you are reminded about your targets for improvement in all lessons.

I wish you all the best for the future.

Yours sincerely,

Michael PyeLead Inspector