

Newport Community School

Inspection report

Unique Reference Number	113180
Local Authority	Devon
Inspection number	311140
Inspection date	5 June 2008
Reporting inspector	David Shears

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

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	
School	474
Appropriate authority	The governing body
Chair	Theresa Poole
Headteacher	Andy Cotton
Date of previous school inspection	4 October 2004
School address	Landkey Road Newport Barnstaple EX32 9BW
Telephone number	01271 376252
Fax number	01271 372056

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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: • the impact of leaders on how the needs of pupils with learning difficulties and/or disabilities and more able pupils are met through the curriculum, including literacy and numeracy • how well assessment is used to plan the next steps in learning so that all pupils make at least good progress in lessons • how successfully new initiatives promote the progress of all pupils. Evidence was gathered from lesson observations, the scrutiny of pupils' work, assessment data and documents, and by speaking with staff and pupils. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its selfevaluation were not justified, and these have been included where appropriate in this report.

Description of the school

This is a larger than average primary school. Most pupils are of White British ethnicity and speak English at home. The number of pupils with learning difficulties and emotional and behavioural difficulties is lower than the national average. More pupils arrive later in their primary education than is normally expected nationally. There is an autistic spectrum disorder unit on site. The school nursery caters for children on a part-time basis. Currently there are 52 on roll.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. Pupils arrive with skills and knowledge that are in line with those expected for children of their age, although lower in aspects of literacy and numeracy. They make good progress in the Foundation Stage so that they enter Year 1 having attained standards that are at least satisfactory in all areas and good in personal, social and emotional development. In Years 1 to 6, pupils continue to make good progress, with many making outstanding progress so that they leave with standards that are significantly above average. Pupils with learning difficulties and/or disabilities make excellent progress in relation to their abilities. The small number of looked after pupils and those with English as an additional language make outstanding progress. At the heart of this school is the desire to be totally inclusive, where all are accepted and valued as individuals. There is a distinctive family ethos that permeates the whole school and makes visitors feel welcomed and included. The pastoral care of pupils is outstanding. A dedicated inclusion manager ensures that the needs of all are met. This includes pupils with learning difficulties through to those who are gifted and talented. The school works very closely with a large number of outside agencies to meet the needs of pupils and their families. Parents greatly appreciate the support they receive, one commenting that staff go out of their way to make extra provision to support individual pupils. There is an autistic spectrum disorder unit on site that gives excellent support to a small number of pupils. It helps them to progress well not just academically but also in the development of their social skills. The school has robust systems to ensure the health and safety of all pupils. Risk assessments are routinely carried out both for trips and residential visits and whilst pupils are in school, such as fire drills. This excellent care results in the outstanding personal development of pupils. They feel safe and happy. This results in their good attendance. Pupils know how to keep healthy and take good care of themselves and each other, for example older pupils taking the opportunity to support and play with younger pupils during the lunch break. They exhibit excellent behaviour, showing great respect for each other, following the lead that adults around them set. Their attitude to their work and school in general is very positive. There are many opportunities for them to contribute to the school through their family groups and the school council. They have designed and raised money for an adventure playground and an environmental area. They enjoy supporting others outside of the school, whether locally, such as helping the local children's hospice or further afield such as sponsoring a child in South America. Pupils thoroughly enjoy school because the teachers make the lessons interesting and this engages them in their learning. Teaching assistants are deployed well to ensure the excellent progress of all pupils, including those with learning difficulties and the more able. All pupils make at least good progress, with many making excellent progress in literacy and numeracy. The school is keen to ensure that they excel in the rest of the curriculum. The enrichment that is provided for pupils is outstanding, with many visits and visitors to support their learning and four residential visits, including an exchange visit to Italy. These activities give excellent support to pupils' spiritual, moral, social and cultural development. Excellent planning makes effective links across the curriculum so that pupils can be continually practising their skills and talents, ensuring excellent progress. There are a great number of extra-curricular activities and these opportunities are eagerly taken by the majority of pupils. All the excellent provision ensures that pupils are being very well prepared for their future economic well-being. Pupils are assessed thoroughly so that the progress of individuals can be tracked very carefully. This is particularly true for literacy, although more needs to be done to ensure that the tracking of pupils' mathematical development is equally robust. Pupils have a variety of opportunities to self-assess and develop targets for the

next steps in their learning, although some need more support in making sure that they are more precise. The outstanding headteacher is ably supported by a senior leadership team and governors who, together, have an excellent understanding of the school's strengths and weaknesses. This results in a well-structured effective development plan to ensure that improvements are made. This is clearly demonstrated in many ways, including the focus on raising standards for the more able, which has been successfully achieved this year. However, they continue to find more ways to develop, such as improving pupils' understanding of sustainability. The astute governors monitor the progress of the school improvement plan and act as a valuable 'critical friend'. There is no doubt that leaders and managers demonstrate an outstanding capacity to improve.

Effectiveness of the Foundation Stage

Grade: 2

The relatively new Foundation Stage is making good improvements to ensure that the provision meets the needs of all the children. Teaching is effective, ensuring that good progress is made, although there are not enough resources to make maximum use of the outdoor areas. There are excellent links with parents to ensure that children make a solid start in the nursery. They arrive with skills that are broadly in line with others the same age although lower in their ability to link sounds and letters and in calculation skills. They make good progress in all areas of learning throughout the Foundation Stage so that by the time they enter Year 1, their standards are at least satisfactory and good in personal, social and emotional development. However, the transition from the Foundation Stage into Year 1 does not clearly support the continued development of each individual. The school has recognised this as an area for development.

What the school should do to improve further

- Track the progress of pupils more effectively in mathematics in order to maximise progress.

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Annex A

Inspection judgements

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

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

Achievement and standards

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

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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
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?	1

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.

Annex A

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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

6 June 2008 Dear Pupils Inspection of Newport Community School, Barnstaple EX32 9BW Thank you for your very warm welcome earlier this week. It was a real pleasure to meet you and find out about your lovely school. You told me that you enjoy coming to school and I can easily see why. The adults around you care very much for you and help you to feel safe and happy. They respect what you think and feel, and it is clear that you are learning to become people who also care about how others think and feel too. You make an excellent contribution to your school community and to many others further afield. It is good to see that you are making outstanding progress in your learning, not just in literacy and numeracy, but in many other subjects. Your teachers keep excellent tracking records in literacy to make sure that you know exactly what to do next and I have asked them to keep equally good tracking records in numeracy. You told me enthusiastically about how you enjoy all the extra-curricular activities each week and the residential trips. You have lots of opportunities to try out exciting activities and begin to recognise your skills and talents as well as those of others. There is a wonderful feeling that you are all part of one happy school family. It was special for me to feel part of your family for a day. I wish you all the very best for the future. Yours sincerely Mr D Shears
Lead Inspector



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