

Newport School

Inspection report

Unique Reference Number	103048
Local Authority	Waltham Forest
Inspection number	323732
Inspection dates	21–22 October 2008
Reporting inspector	Glynis Bradley-Peat

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	627
Government funded early education provision for children aged 3 to the end of the EYFS	128
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr John Howard
Headteacher	Mrs Anne Knight
Date of previous school inspection	15 September 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Newport Road London E10 6PJ
Telephone number	020 8539 4552
Fax number	020 8556 0301

Age group	3–11
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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

The school is much larger than average. There is provision for the Early Years Foundation Stage (EYFS). The vast majority of pupils come from a variety of ethnic minority backgrounds. Over half of pupils speak English as an additional language (EAL). The proportion of pupils eligible for free school meals is higher than usually found. The proportion of pupils identified with moderate learning difficulties and/or disabilities, behavioural and emotional and speech and language difficulties is above average but the percentage with a statement of special educational need is below average. The proportion of pupils joining or leaving the school at other than the usual times is also very high.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to teaching and learning.

Although the school is providing a satisfactory standard of education, a significant proportion of inadequate teaching affects the rate of progress pupils make. A higher than usual turnover of staff has had a negative impact on the quality of teaching. In addition to this, the quality of supply staff who cover the teachers' preparation time is not good enough. However, although pupils' achievement is satisfactory overall, it is too variable because of the higher than acceptable incidence of weak teaching. This is because their good behaviour and attitudes and a real desire to learn enable them to make the best of what is on offer to them. Pupils' good personal development contributes much to their achievement. The school's tracking documentation shows that pupils make much better progress in some classes than others. Therefore, the good and sometimes better progress made in some years is offset negatively by inadequate progress in other years. The poorer progress reflects the weaker teaching pupils receive in some classes. Newly established systems are in place to combat this. Strand leaders hold progress meetings with all staff to hold teachers more accountable for the progress their pupils make. However, it is too early yet to measure the impact of this initiative.

Pupils demonstrate a good awareness of safe practices both inside the school and in the playground. They say serious bullying is not a problem and they know what to do if potential issues arise. Pupils show a good awareness of healthy lifestyles. They appreciate the value of healthy eating and of physical exercise especially the regular 'Activate' sessions in classrooms. Pupils enjoy a good range of extra curricular activities. These include sport, and a breakfast and after school club. They are well attended and provide enjoyable, healthy leisure experiences.

Leadership and management are variable, but satisfactory overall. Governance is inadequate. Governors do not ask enough questions about raising standards and the progress pupils make. They are not as involved as they should be in monitoring school development. Leaders are aware of the shortcomings in teaching and assessment, and have been undertaking monitoring. However, the monitoring process has not been systematic or rigorous enough to tackle inadequate teaching quickly enough. There has been some impact as seen in modest rises in provisional results in 2008 and indications of improvement in the current Year 6. The personal development and well-being of pupils has continued to be a strength. Community cohesion is developing well and is a good feature of the school. In light of this, inspectors judge capacity to improve as satisfactory.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children enter the nursery with low levels of ability particularly in language and literacy skills. A significant number use gestures to communicate their thoughts and feelings. Staff are sensitive to their needs and make good provision for all areas of learning and especially for personal and social development. Good quality activities are planned and orderly calm routines ensure children are safe and happy. There is a good balance of choice and directed activities and staff usually

support children well to extend their learning. As a result, they make good progress from their starting points, particularly in their personal and social development, and sound progress in the other areas of their learning. Children play nicely together, are confident, respectful of equipment, and concentrate and listen well. However, there are missed opportunities to extend children's language as they are not always encouraged to deepen their thinking in answers to questions. More able children are not always challenged sufficiently by the activities provided.

In the reception classes, the good start to learning made in the nursery slows. This is because teachers' expectations of what children can achieve are not high enough. Teachers do not always plan in sufficient detail to meet the needs of all children. Insufficient attention is given to building on children's skills and they often practise the personal and social skills that they already have. Time is wasted on organisation and lessons often lack pace and challenge. Although children make satisfactory progress by the time they leave the reception year, too few achieve the nationally expected Early Learning Goals. Children are happy and secure in the reception classes, comply with teachers' instructions and are independent, confident and friendly when playing and working with each other.

In both the nursery and Reception classes, arrangements to assess and track children's progress are securely in place but this information is not always used well enough when planning activities. Children's welfare is promoted well. The staff have strong partnerships with parents and the community. They provide good support in helping parents to understand the way children learn and how they can help them by improving their own skills. There is sound leadership and management of the EYFS, but because the nursery and Reception classes are not always on the same site, communication is difficult and there is little opportunity to rigorously monitor and evaluate the work of the EYFS team.

What the school should do to improve further

- Improve the quality of teaching and learning significantly through ironing out variability, in order to accelerate pupils' progress and raise standards.
- More rigorously monitor the quality of teaching and learning.
- Strengthen governance to ensure that the governing body holds the school to account for the effectiveness of its performance.

Achievement and standards

Grade: 3

The majority of pupils join the school with skills lower than for most three year olds. They make satisfactory progress. Pupils continue to make satisfactory progress in Years 1 and 2. By the end of Year 6, standards overall remain below average. The provisional results for 2008 show improvements in mathematics and science. The percentage of pupils gaining the higher level 5 has increased in mathematics. Achievement, although satisfactory in English, mathematics and science, is not as good as it could be because teaching is not consistently good enough to bring about more rapid progress. Although pupils make satisfactory progress overall during their time in the school, progress across year groups and subjects is uneven because there is too much inadequate teaching in many classes to bring about more rapid progress. This means that, although there are pockets of good and better progress in some classes, this is affected by much slower and sometimes inadequate progress in others.

Currently, the school's tracking information for Year 6 shows that writing is improving. The focus on boy's writing has been particularly effective and is paying dividends. However although

results in mathematics improved in 2008, currently pupils make less progress in mathematics than in English because teaching is less effective. The large numbers of pupils whose first language is not English make satisfactory progress towards their targets because of the effective additional support they are given. Pupils with moderate learning difficulties, behavioural and emotional and speech and language difficulties also make satisfactory progress because of the good level of specific learning and pastoral support provided in addition to every day classroom teaching. These pupils and some of those with EAL are less affected by inadequate class teaching than their peers.

Personal development and well-being

Grade: 2

A good awareness of safety, community harmony, developing confidence and good behaviour are the strengths of the pupils' personal development. Their spiritual, moral, social and cultural development are good especially moral and social as shown in the good relationships throughout the school and in the friendliness, respect and confidence they show. Pupils behave well in lessons which contributes towards their learning and achievement. They are inquisitive and eager to learn. They move around the school in an orderly manner. Attendance rates and punctuality are broadly average and improving. Pupils' enjoyment of school is variable; they like many activities such as sport and choir but they often find lessons less enjoyable because as pupils in Years 5 and 6 said, 'We have to sit too long on the carpet' and 'we don't have time to finish our work.' Pupils are developing a good sense of being active citizens and contributing to community life. For example, the school council helps to encourage pupils to wear school uniform and has influenced the purchase of more physical education equipment. Members describe their 'representative role' very well. With satisfactory achievement in basic skills in literacy, numeracy and information and communication technology (ICT), but well developed personal skills, especially confidence, pupils are adequately prepared for the next stage in their education and later life.

Quality of provision

Teaching and learning

Grade: 4

Whilst good and satisfactory teaching was observed, there are too many inadequate lessons that result in slow rates of progress for too many pupils. In these lessons, teachers do not have high enough expectations of what pupils can achieve and the pace of learning is generally slow. Too much time is spent listening to the teacher talking and too little on active learning. The use of interactive whiteboards to provide stimulating and interesting lessons is limited and the school has recognised that it needs to develop their use. Opportunities to model work for pupils and to make expectations clear are used well by some teachers but this is not consistently applied by all teachers. Marking is often poor so that pupils do not know what they should do to improve their work. Some teachers cannot therefore plan work to meet the range of needs within their class because they do not have accurate information to identify what pupils already know, understand and can do. Assessment is weak. Teaching of English is stronger than in mathematics so progress is slower in this subject. There are issues with the subject knowledge of some teachers. The cover provided for teachers having their planning time is ineffective. In too many cases, pupils do not make enough progress in the absence of their usual teacher. Many lessons do not present brighter pupils with a sufficient level of challenge. Despite the

lengthy periods of time pupils often have to sit listening, they usually behave well and are keen to learn because of their good personal development.

Curriculum and other activities

Grade: 3

The curriculum makes a satisfactory contribution to pupils' personal development and pupils enjoy their learning when teaching is good. New curriculum initiatives are being introduced to broaden and enrich the curriculum, link subjects together and provide more opportunities for creative activities. Curriculum themes include a good variety of planned visits and visitors to provide pupils with first hand experiences of the world beyond school and the environment. Gifted and talented pupils participate in a range of additional activities such as projects on recycling and have selected books for reading to extend further their learning and thinking. A number of these initiatives are at an early stage of development and their impact on pupils' standards of attainment and achievement has yet to be monitored or evaluated. The recent introduction of interactive whiteboards in the classrooms is a positive initiative to motivate pupils to learn but staff are not using them consistently enough to enrich the curriculum. The use of ICT by pupils is limited which prevents them showing what they can achieve. The theme of Black History Month promotes scientists, inventors and great sports men and women enabling pupils to appreciate strong role models, and a growing understanding of their place in history.

Care, guidance and support

Grade: 3

The school takes good care of its pupils and provides satisfactory support, but academic guidance is a relative weakness. The school ensures that pupils' health, safety and welfare are catered for well. As a result, pupils feel safe and secure. In the event of any bullying for example, pupils know who they can approach and the provision for 'restorative justice' is effective. Support for those pupils with learning difficulties and those identified as potentially vulnerable is good. Good relationships with outside agencies help promote pupils' welfare. Systems for assessing and tracking pupils' progress are in place, but these are not utilised well by all staff to ensure that pupils are provided with better academic guidance. Pupils do not always have a clear understanding of how well they are doing and what they need to do to improve. Although pupils are set targets, often these are targets for the whole class rather than for individuals. The recent introduction of progress meetings for staff is beginning to hold teachers more accountable for the progress their pupils make, but the initiative is too new to demonstrate any impact.

Leadership and management

Grade: 3

The school has taken satisfactory steps to improve the self evaluation of its work. The impact of this can be seen in the improvements in attainment at the end of Year 6 last year. Monitoring of teaching takes place but currently it is not recorded diligently enough. Weaknesses in teaching and in assessment, although identified, are not monitored rigorously enough to ensure practice improves quickly. Senior leaders have recognised the need to refocus their attention to priorities related to improving pupil progress and standards. Subject leaders are aware of the quality of provision in their subjects and how this influences pupils' progress. They are keen to take a more active role in monitoring the impact of new initiatives on standards and check they have

been effectively adopted in every class. The school's promotion of equality and the steps it takes to include all learners are good and well managed. Governors are supportive but do not access sufficient information to enable them to challenge the school effectively and hold it to account for its work. Their involvement in evaluation is limited and there is insufficient emphasis on examining the work of the school at first hand and checking performance. The school values the diversity of the local community and is effective in promoting shared values and community harmony. The effectiveness of senior leaders is variable but most show commitment to improvement as seen in their willingness to work hard and a genuine desire to move the school forward.

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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?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

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

¹Grade 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.

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
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?	Yes

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

19 November 2008

Dear Pupils

Inspection of Newport School, London, E10 6PJ

Thank you very much for being so helpful when we came to visit your school recently. We found you to be well behaved and courteous. We were pleased to hear how much you knew about leading a healthy lifestyle, about good eating habits and exercise. Those of you in the school council do a good job and all of you take your part in making your school a positive part of the local community. This is part of the area around your school. I was impressed by the school assembly I saw about Muhammad Ali, you were all great actors! You taught your friends something important about Black History.

When we inspected your school, we found many things to be satisfactory but there are some quite important things which need to be improved quickly so that you can make better progress in your classes. Your headteacher and her staff have worked very hard to ensure that you grow up to be thoughtful, polite and well mannered. We have asked them now to concentrate on improving the way some teachers teach in your school so that you learn better. We have also asked the headteacher to keep a very close eye on this by visiting your classrooms more to watch and note what you are working on. We have asked that another group of important people in your school, the governors, ask lots of questions of your headteacher and her staff so that they always know exactly what is happening in your school. This is so they can help to improve things too. Because these improvements need to happen quickly, we have given your school a 'Notice to Improve'. This means your school will be visited again next year by some more inspectors who will check on how well the improvements are going.

Once again, thank you for making us feel welcome and we wish you all the best.

Yours sincerely

Glynis Bradley-Peat

Lead Inspector