

# Newchurch Primary School

## Inspection report

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<b>Unique Reference Number</b>	118162
<b>Local Authority</b>	Isle of Wight
<b>Inspection number</b>	326774
<b>Inspection date</b>	4 June 2009
<b>Reporting inspector</b>	David Marshall

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	135
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Colin Richards
<b>Headteacher</b>	Mrs Erica Holyome
<b>Date of previous school inspection</b>	22 March 2007
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	School Lane Newchurch Sandown PO36 0NL
<b>Telephone number</b>	01983 865210
<b>Fax number</b>	01983 865210

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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the pupils' achievement and standards, the quality of pupils' personal development and well-being, and the impact of leaders' and managers' modifications to the school's curriculum. In addition, evidence was gathered from discussions and school documentation to evaluate the quality of the school's care, guidance and support. Other aspects of the school's work were not investigated in detail, but the inspection found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included in this report.

## Description of the school

Newchurch is a smaller than average primary school with five classes, and pupils from Reception to Year 4. The proportion of pupils with learning difficulties and/or disabilities is below average, and these pupils have moderate behavioural, communication or specific learning difficulties. Most pupils are of White British heritage, and very few have English as an additional language. The school has the Activemark and the National ICT Mark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Newchurch provides an outstanding education for all of its pupils. The headteacher, senior teacher, teaching and learning team, and governors provide highly effective leadership. They know the school's strengths extremely well and what needs to be refined further. The school's view of itself is very accurate, and their track record of raising standards through their very effective monitoring systems shows that it has an excellent capacity to continue improving. Parents think highly of the school and what it offers their children. One spoke on behalf of the vast majority when she wrote: 'I think Newchurch School is a very friendly and well-run school. It's like a little community and I think it is great that everyone knows everyone. I couldn't pick a better school for my daughters.' Throughout the school, pupils achieve extremely well. Comprehensive assessment information is regularly updated, and pupils' strengths and weaknesses are accurately identified. Appropriate support or extra challenges are provided at all times. Children enter the school with skills and understanding that vary, but are usually broadly in line with those expected for their age. By the time they enter Year 1, they have made excellent progress and have achieved very well, and standards are consistently above those expected for children of their age. National assessments for pupils in Year 2 this year showed that standards overall were exceptionally high in reading, writing and mathematics. The number of pupils achieving the higher Level 3 in reading and mathematics was also exceptionally high. It is not only in the core subjects of English and mathematics that the pupils flourish. Pupils' achievements in information and communication technology are well above those expected for their age, as the National ICT Mark shows. It was amazing to see Year 2 pupils using sophisticated software to create pages for a magazine by selecting pictures and writing text for their topic on garden birds. There are inspiring displays of pupils' work everywhere in the school. They show just how successful the school is being in their aim to raise fully pupils' achievement in all aspects of their learning. As one parent wrote, 'My child... enjoys the varied curriculum and bringing home the takeaway tasks. She is progressing very well.' The school's provision for those pupils who have learning difficulties and/or disabilities is exceptional, and as a result they make excellent progress. As one parent wrote: 'Great support has been given to our child, who has an IEP in place. Both teacher and class assistant are brilliant, helpful and approachable; all take time to explain development plans and progress of our child.' Teaching is outstanding. The quality of the adults' interactions with pupils is exceptional. The excellent teaching assistants work in close partnership with teachers and provide very effective support, both in class and in small groups outside the classroom. This close liaison between teachers and teaching assistants even extended in one lesson to an assistant 'being' Anne Boleyn. The level of preparation she showed as she stayed in character transfixed the pupils, but was clearly necessary as they asked their searching questions. Over the last two years, the staff have sought, through exceptionally careful planning, to provide an innovatory and exciting approach to the whole-school curriculum, to inspire pupils to learn and involve the parents. This is based on a very well defined and detailed analysis of what skills pupils need, and how best they can be acquired. Pupils are constantly involved in determining their own learning. Their thoughts recorded on the 'learning boards' in each classroom are a constant reminder of the focus of each day's activities. The school has realised that the more-able pupils could very occasionally achieve more in lessons and that it is important to ensure that using the pupils' own ideas for the focus of learning must not mean that they are less than fully challenged. The school has very thorough procedures in place for safeguarding pupils. Pupils' personal development and well-being are outstanding. The atmosphere for learning created by the whole staff is supportive

and caring. As one parent said, 'I also believe the pastoral care is superb; as a parent, Newchurch and;quot;ticks all the boxesand;quot;.' Staff are vigilant to pupils' needs, enabling them all to learn and play in a safe and secure learning environment. Thanks to the school's excellent systems, pupils' attendance rates have improved considerably and are now above average. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils show very caring attitudes to each other and the environment. They know there is always someone they can turn to in moments of difficulty, and have an excellent understanding of healthy living and keeping safe. Their praise of the support offered and the current school meals was echoed by the parents, as exemplified by these words from one: 'My child is very happy at school; the staff are all approachable and friendly. I know I can phone if there is a problem and it will be sorted. My child has also started having school dinners, as they have improved greatly.' Pupils are eager participants in all of the school's physical activities. These are, again, created through the exceptional curriculum and have led to this small school achieving the national Activemark. Pupils' behaviour is exemplary. Their relationships with each other are excellent. The way they revelled in the success of others in plenary sessions was a joy to see. Their contribution to their own community, through, for example, the school council and the 'friendship post' in the playground, is excellent. The school is an integral part of the local community, both providing and receiving support and care from all involved. The president of the outstanding Friends of Newchurch School is from the local community, and the chair of governors can trace his family's involvement in the local community for 300 years. The school's audit of its community cohesion requirements has provided them with their next challenge of extending this level of involvement further afield. The fact that each class now has the name of a country, and that pupils talk of their 'dual nationality', shows that this aim is already being well realised. The headteacher provides outstanding leadership. The senior teacher and all staff very ably support her, and teamwork is excellent. The administrative team and caretaker are considerable assets to the school, and are very much appreciated by all concerned. The excellent governing body has been fully involved in the improvements secured in the last two years. They play a very successful part in supporting and challenging the school, and are firm in their resolve to continue to provide the very best for every child in their care.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Children make an excellent start to their education in Reception. When children start school, their standards are generally in line with those expected for their age. The huge level of commitment and care shown by all Foundation Stage staff is evident in the way that all children settle into the school so well. This is largely enabled by the excellent relationship that they have fostered with the independent nursery on the site. As one parent observed, 'The transition to the Reception class is seamless and so I have an extremely happy child who relishes each day at school, and who cannot wait to go each morning.' Staff work especially hard to give the children a real sense of determining their own way forward, which, in turn, guarantees their full involvement in all activities. Children make excellent progress and achieve very well, especially in their language and social and emotional development. Adults have high expectations, provide very clear routines and enable children to build strong, positive relationships. The enthusiasm and enjoyment of the children as they worked outside with the local rope-maker and determined, with the teacher, 'what we are learning about' was outstanding. The classroom is stimulating, and resources are used exceptionally well as children move from one activity to another. The outstanding outside area provides the same exciting level of challenge and stimulation. This is especially well used by the staff to provide challenging

and thought-provoking tasks for the more-able children to ensure that all are able to make maximum progress. Staff get to know the children very well. They make a careful note of all responses and feedback. The information collected about children is used particularly well to ensure that the least able and most vulnerable settle well.

**What the school should do to improve further**

- Ensure that the more-able pupils make maximum progress in all lessons.

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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 capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> 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/or disabilities make progress	1

<sup>1</sup>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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which 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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 eliminated	1
How well does the school contribute to community cohesion?	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

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

17 June 2009

Dear Pupils

Inspection of Newchurch Primary School, Sandown, PO36 0NL

Thank you for making us so welcome in your school and talking to us about your feelings, ambitions and thoughts. It was a delight to meet you and we really enjoyed looking at your work and joining in your lessons. We were particularly impressed by how you knew what you were learning because you had been so involved in deciding what to do next in each lesson. We are glad to tell you that your school is outstanding and provides you with a really good start to your education. We were particularly pleased with these things:

- your headteacher and staff do a super job in organising the school and looking after you
- you all make an excellent start in the Reception class
- you all really enjoy being in school
- you are all making excellent progress with your work
- there are always lots of very exciting things for you to do and see
- you behave very well, work hard and listen carefully to your teachers - all of this helps you to succeed
- all the adults in the school look after you very carefully; they always make sure that you get help if you need it.

Your teachers and support staff work hard to help you to do as well as you can. We have asked them to make sure that those of you who find the work quite easy are always given challenging things to try in lessons, so that you make the most progress you can. You must all listen carefully and take note of what they say. Then you will all carry on making excellent progress in your learning.

Yours faithfully

David Marshall

Lead Inspector