

## Newport Church of England Voluntary Controlled Junior School

### Inspection report

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<b>Unique Reference Number</b>	123489
<b>Local Authority</b>	Telford and Wrekin
<b>Inspection number</b>	327923
<b>Inspection dates</b>	21–22 May 2009
<b>Reporting inspector</b>	John Horwood

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

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<b>Type of school</b>	Junior
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	290
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	M F Miles
<b>Headteacher</b>	Steve Ashton
<b>Date of previous school inspection</b>	22 November 1999
<b>School address</b>	Avenue Road Newport TF10 7EA
<b>Telephone number</b>	01952 386600
<b>Fax number</b>	01952 386601

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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

This is a larger than average junior school which serves Newport and the surrounding parishes. Most pupils are from a White British background but an increasing number are from various ethnic groups. Very few are at the early stages of speaking English as an additional language. The percentage of pupils known to be eligible for free school meals is below the national average. The number of pupils who have learning difficulties and/or disabilities is similar to the national average. The school has been awarded the Activemark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. Since the last inspection there have been many changes of staff, including that of headteacher. A fall in the numbers of pupils has also resulted in financial restrictions on recruiting. Whilst the revised organisation was becoming established there was a fall in the rate of pupils' progress. Leadership and management are satisfactory. The senior leadership team has recently been extended to enable a more effective distribution of responsibilities and there are some good emerging strengths within this team. Improvement over the last year has been satisfactory, demonstrating the school's satisfactory capacity to improve further. Governance is satisfactory but governors do not yet have sufficient skills to use assessment data and end-of-year test results to challenge and support the school in raising standards. Parental views are typified by comments about the school being a safe and warm environment and good pupil behaviour. The vast majority of parents are pleased with how the school has improved under the current leadership, although a few are concerned about the recent results being lower. Pupils say they enjoy school because lessons are interesting and they like events such as 'Raising Aspirations Week'. The school makes a satisfactory contribution to community cohesion and pupils develop a caring understanding of the world in which they live.

Pupils join Year 3 with standards close to the national average. During the period from 2007 to 2008 these pupils did not make the expected progress. However, improved teaching has now resulted in pupils throughout the school making satisfactory progress. The current Year 6 pupils are on track to reach expected standards in English, mathematics and science. Pupils with learning difficulties and/or disabilities are given effective support so they make the same progress as their classmates. Pupils make good progress in developing their personal skills, and their personal development and well-being are good. Systems to monitor and record progress are satisfactory and the information is used satisfactorily by leaders and teachers in the majority of lessons. Teaching is always at least satisfactory and sometimes better. However, work planned for groups of pupils is not always sufficiently well matched to ensure it is sufficiently challenging for all. Not all leaders are sufficiently involved in monitoring of teaching and learning to ensure teaching is consistently good across the school. Learning targets are set and most pupils are aware of their targets. The marking of their work is regular and tells them where they have gone wrong. However, the teachers' comments do not always tell the pupils exactly what they need to do to improve. The satisfactory curriculum engages pupils fully through interesting and enjoyable activities. Information and communication technology (ICT) is used throughout the school to support learning. The range of extra-curricular activities is good and enriches pupils' learning and personal development.

Pastoral care is good and safeguarding requirements, including those for Internet security, are met. The school's strong links with external agencies contribute to the good support for pupils who find learning difficult. Pupils behave well and they know how to keep themselves safe. Attendance is good and pupils thoroughly enjoy all aspects of school. Pupils make a good contribution to the community, eat healthily and take part in sport with enthusiasm. The sound basic skills they acquire, as well as their good personal development, ensure they are satisfactorily prepared for their future.

## What the school should do to improve further

- Ensure that the work planned for groups of pupils matches their individual needs more closely in order to accelerate their progress.
- Involve all levels of leadership in carrying out rigorous monitoring of teaching, progress and attainment to ensure teaching is consistently good across the school.
- Develop the skills of the governing body to enable them to more effectively support the school through reviewing assessment data and results.

A small proportion of schools whose overall effectiveness is judged satisfactory but which still have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

## Achievement and standards

### Grade: 3

Pupils enter the school in Year 3 with standards close to the national average. In 2007 and 2008 the results showed that progress had been inadequate but as a result of sound teaching and learning, pupils now make satisfactory progress. By the time pupils leave in Year 6, standards are generally average, although there has been some year-by-year variation. Standards and progress are similar in English, mathematics and science. All groups of pupils, including those with learning difficulties and/or disabilities, make satisfactory progress because they are provided with effective support. However, pupils are not always challenged sufficiently to help them make better progress. Pupils gain enterprise skills through events such as the 'raising aspirations week'.

## Personal development and well-being

### Grade: 2

Pupils' spiritual, moral, social and cultural development is good and the school operates as a harmonious community. They have good opportunities to develop their spiritual and cultural awareness through links with Irish and Welsh schools as well as a developing link with a school in Kenya through the diocese. Pupils are able to communicate their feelings in a responsible manner and they show respect for their peers and adults. Through their good behaviour and their respect for others, pupils show they know right from wrong. Within lessons, their behaviour allows all pupils to concentrate on learning. The vast majority of pupils greatly enjoy school and this is reflected in their above average attendance. They know how to keep safe and who to talk to if they have any problems. Pupils say there is very little bullying in the school and they know what to do if any occurs. They make healthy choices of food and look forward to sports activities. This is reflected in the achievement of the Activemark award in 2007. Pupils make a good contribution to the school and wider community. For example, they enjoy being school councillors and members of the eco committee. The school council is very active, although at present too teacher led. Pupils take part in many activities to raise money for charities. Their good personal development, supported by sound basic skills in academic subjects, prepares them satisfactorily for the next stage of their education.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching is satisfactory. Pupils learn effectively when tasks offer them suitable challenges that extend their thinking skills and teachers ask questions that probe their understanding. Some lessons help pupils make good progress when teachers capture pupils' interest and enthusiasm through a wide variety of activities and real-life resources. However, learning is inconsistent across the school and in too many lessons there are insufficient opportunities for independent and interactive learning. Pupils want to learn and pay good attention in lessons. They are willing to engage in learning and this helps them make satisfactory progress. They understand what they have to do because teachers have good subject knowledge and explain things clearly to them. All lessons are made interesting. Teachers use assessment information in planning pupils' work but the effectiveness of this is variable. Work is not always accurately matched to the abilities of individual pupils to ensure all are sufficiently challenged during group activities. Pupils who find learning difficult are well supported by the teaching assistants and the strategies provided for them.

### Curriculum and other activities

#### Grade: 3

The school has introduced a variety of new initiatives to bring learning to life and enhance the enjoyment for pupils. The development of topic-based learning using different skills includes a good range of visits and visitors which provides pupils with first-hand experiences. The school is using a skills-based approach to help them to link subjects, especially in using literacy in other subjects. However, the school has not yet evaluated its impact on improving progress and raising standards. The curriculum enables pupils to make satisfactory progress in literacy and numeracy and helps them to gain good personal skills. A high number of pupils take part in a wide range of activities outside of the school day, which enhance their learning and enjoyment, especially in sports and the arts. The school has developed good links with schools in a number of other countries and uses them to enliven pupils' understanding of European cultures. Teachers plan lessons in year groups so that the coverage of content is similar in parallel classes. However, the school does not ensure that pupils' learning is consistent across year groups. Teachers throughout the school use ICT as a learning tool. This helps to engage pupils but is not always used as an interactive resource. Good individual plans are provided for those with learning difficulties and/or disabilities to ensure they get the support they need. The provision for personal, social and health education is good and pupils are made aware of health and safety issues.

### Care, guidance and support

#### Grade: 3

Caring staff ensure pupils are well looked after throughout the school. Child protection and safeguarding procedures are securely in place and health and safety requirements are fully met. There are good systems for managing behaviour and monitoring attendance. All staff work well to ensure all pupils are included in activities. Pupils who need extra help are provided for effectively and make the same progress as others. Academic guidance is developing, but teachers' written comments in books are not clear enough for pupils to understand exactly what to do to improve. The very good relationships ensure that pupils do ask for help and this

is given willingly by the teachers. There are strong links with the infant and secondary schools. Pupils are well supported when they join the school, with good systems in place to help them settle quickly, and they say they are well supported when moving to the secondary school. Communications with parents are good, ensuring staff and parents work together to support the pupils. A small minority of parents indicated that they would like even better communications.

## **Leadership and management**

### **Grade: 3**

The headteacher and senior leaders have a common vision of improving the school to give pupils the best opportunities. Not all of them are sufficiently involved in pursuing this aim through monitoring and encouraging improvement in standards, although there are some emerging strengths within the new extended leadership team. The changed circumstances since the last inspection have resulted in more important areas for development than those identified in the last inspection report. These have been addressed satisfactorily, with clear emphasis now being seen on progress in learning. The school monitors the quality of lessons but the focus is too often on teaching rather than learning. Teachers are not consistently aware of the quality of their lessons and are not given sufficient help to improve.

Accurate self-evaluation shows that leaders understand the school's strengths and areas for development. These are addressed in the school development plan, although actions are not sufficiently focused and prioritised. Governors are enthusiastic and work hard to support the school. They do not yet have sufficient experience and skills to effectively monitor the progress made by pupils. Leaders and managers have a good understanding of what is needed to promote community cohesion. They have identified what needs to be done to support the pupils and the community and introduced good links with other schools and organisations. They also monitor the curriculum and the extra-curricular activities to give pupils the opportunities to meet and understand other faiths and cultures. All aspects of community cohesion are satisfactorily addressed but at this stage monitoring of impact is informal.

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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?	3
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?	2
The capacity to make any necessary improvements	3

**Achievement and standards**

How well do learners achieve?	3
The standards <sup>1</sup> 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

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<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>	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	1
The attendance of learners	2
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
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	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

26 May 2009

Dear Pupils

Inspection of Newport Church of England Voluntary Controlled Junior School, Newport TF10 7EA

Thank you for welcoming us to your school. We enjoyed talking to you, looking at your work and seeing how your school is helping you learn. We were impressed by how well you behave in lessons and how polite you are to visitors.

Your school is providing you with a satisfactory education. These are some of the strengths of your school:

- You thoroughly enjoy coming to school and you find your lessons interesting.
- You behave well and develop good personal skills.
- The staff care about you and look after you well.
- Relationships throughout the school are very good.
- There is a good range of clubs, activities and visits.
- Your headteacher and staff are working hard to improve your learning further.

In order to improve the school further, we have asked the headteacher, staff and governors to do the following:

- Ensure that the work planned for you in lessons matches your individual needs more closely in order to help you make quicker progress.
- Involve all your teachers in carrying out rigorous monitoring of teaching, progress and attainment and in ensuring that teaching is consistently good across the school.
- Develop the skills of the governing body to enable them to more effectively check on how well the school is doing.

You can help the school by continuing to work hard. We wish you all the best for the future.

Yours faithfully

John Horwood

Lead inspector