

Newport Church of England Aided Primary School

Inspection report

Unique Reference Number	118200
Local Authority	Isle of Wight
Inspection number	339164
Inspection dates	30 September –1 October 2009
Reporting inspector	Peter Thrussell

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	262
Appropriate authority	The governing body
Chair	Mr Roger Mannison
Headteacher	Mrs Linda Windsor
Date of previous school inspection	1 February 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited eighteen lessons, and held meetings with governors, staff, parents and a group of pupils. They observed the school's work, and looked at documents including the school improvement plan, policies, monitoring records, governors' minutes, tracking data, local authority reports, and questionnaires completed by 125 parents, 94 pupils and 21 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' progress in Years 3 and 4 and the standards achieved in relation to their performance at the end of Year 2
- the effectiveness of curriculum developments in raising achievement and standards and promoting community cohesion
- teachers' use of assessment to plan for all abilities and to guide pupils in their learning.
- provision and standards in the Early Years Foundation Stage and whether further improvements could be made.

Information about the school

This two-form entry school currently educates pupils from Reception to the end of Year 4, but is poised to expand to cover the whole primary age range over the next two years. Almost all pupils are from a White British background. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is below average, but includes a higher than average proportion of pupils with statements of special educational needs, who have a variety of specific needs. The school has Eco-school status and a number of awards including Healthy Schools and Activemark. An independent pre-school has premises on the school site.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It is very effectively led and managed by the headteacher. She is well supported by the leadership team, staff and governors, who share a positive vision for its continuing development and improvement. Excellent links with parents and carers ensure that they are fully involved in their children's education. Home tasks, set for pupils in conjunction with their topic work, encourage full family support, and weekly newsletters provide a regular picture of what is happening in school. Parents and carers are greeted at the school gate for informal chats with staff. These complement a very high turnout at consultation meetings where children's progress is discussed and opportunities are provided for the parents to discuss important issues. Excellent partnerships with different agencies ensure the strongest support for vulnerable pupils. These links, along with excellent safeguarding procedures and a very caring staff, ensure that the care, support and guidance for pupils are of the highest quality.

Pupils themselves are highly involved in the life of the school and wider community. The work of the school council and the eco-club are a testimony to this, recognised by the green flag flying in front of the school. Pupils are very aware of environmental issues, recording their own pledges for the environment on a green footprint. They are encouraged to grow their own vegetables. Some of these are used in the preparation of nutritious school lunches. Pupils have an excellent understanding of what constitutes a healthy diet. Along with good opportunities for sport and physical activity, supported through links with a sports college, this demonstrates that pupils are extremely keen to adopt healthy lifestyles, as shown in national awards gained by the school. Their good behaviour and positive attitudes to learning contribute to their good academic achievement and the above average standards attained.

Teaching and learning are regularly monitored and feedback is given to staff. However, records of observations do not always show points for development to bring about further improvement. Monitoring shows that in some lessons, work has not been matched sufficiently well to pupils' different abilities. Inspectors, although judging teaching to be good overall, also found that in some lessons, the work for less able pupils was too difficult, and that more able pupils could have been challenged sooner, so their progress slowed.

The school is developing into an all-through primary school, with four extra classes needing to be accommodated. Governors have taken a strong initiative in getting site plans drawn up for this growth. These recognise that more space is also needed for the Early Years Foundation Stage. Although effective use is made of the available space, it nevertheless restricts children's opportunities for choice and independent learning.

Since the last inspection, curriculum developments have ensured that pupils are consistently taught skills for independent learning, for example the use of information and communication technology. They are more aware through marking and short-term targets of how to improve their work. Given these improvements, and accurate self-evaluation that effectively identifies where further action is required, the school has a good capacity for sustained improvement.

What does the school need to do to improve further?

- Ensure that teachers' planning consistently relates to the levels at which pupils need to be working so they make the best progress possible.
- Improve the layout and size of the Early Years Foundation Stage accommodation so that children can choose from a wider range of activities and become even more independent in their learning.

Outcomes for individuals and groups of pupils

2

At the end of Year 2, standards in reading, writing and mathematics are well above average. This shows that from their starting points in Year 1, pupils achieve well. Good progress continues in Years 3 and 4. When pupils leave the school in Year 4, standards are above those expected at this age. Pupils' progress is very carefully tracked and recorded. Staff regularly hold meetings to discuss this. They check the progress of all pupils towards the challenging end-of-year targets set for them, and identify where further support is required. Well-planned intervention ensures that most pupils meet their targets, including the more able and those who have special educational needs and/or disabilities. Lower attaining pupils, including those with special educational needs, are very well supported. Specific programmes are provided for them. This was particularly evident in the success of the different groups set up to be taught spelling. The school identified that by the end of Year 2, more able pupils were not doing as well in mathematics as in other subjects. A new scheme was introduced, which provides a continuous approach to all areas of mathematics and focuses on problem solving. As a result, in 2009, the proportion of pupils working at higher than the expected level increased considerably. This approach has also improved progress in Year 3 and has now been adopted in Year 4, where progress in mathematics has been inconsistent. Pupils enjoy school, and this is reflected in their above average attendance. They have a good awareness of how to stay safe. Although behaviour is good, a small minority of older pupils and a few parents are concerned about it. Inspectors found that behaviour is well managed and that care is taken to ensure that the learning of others is not disrupted. Pupils' understanding of different world cultures, especially through the school's links with China and Switzerland, is good; a project on Ghana resulted in pupils running a Fairtrade stall. However, their understanding of the diversity of cultures in the United Kingdom is only satisfactory. This is starting to be addressed through contact with a school on the mainland. Given pupils' good achievement in their academic and personal development, they are well prepared for their future life and learning.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Lessons are managed well. Teachers establish good relationships with pupils, who in turn behave well and work with good concentration. Lessons have clear learning objectives that are shared with pupils, drawing on the effective use of interactive whiteboards to enliven teaching and learning. There are opportunities both within and at the end of lessons for pupils to discuss what they are doing and to evaluate their progress. Teachers make learning fun and use ways to get pupils thinking quickly. For example, in one lesson, they had to say whether a given word was an adjective or a noun as they caught a ball thrown to them by the teacher. Lessons generally offer pupils a good level of challenge. At times, however, this can be too much for lower attaining pupils. In other lessons, where the pace of learning is slower, more able pupils are not challenged soon enough, having to work through whole-class activities before they can move on to more difficult work. Teaching assistants provide good support for the groups of pupils they work with, and especially for pupils with statements of special educational needs, so that these pupils are fully involved in lessons.

The curriculum is stimulating and interesting and generally meets the needs of all

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

learners. There are well-planned themes, which are increasingly drawing on pupils' skills in different subjects. These have a strong focus on ecology issues and ensure the close engagement of parents in home tasks as topics are introduced. 'Danger in the Dark,' for example, encouraged parents to work with their children in building models of lighthouses and road crossings, and designing safety devices. Pupils see literacy as part of the whole curriculum, shown in the good quality and content of their writing in the work shared with inspectors. Personal and social development is integral to everything pupils do. There are many visits, including residential, and visitors to the school. The school runs successful events such as its international study weeks. A wide range of popular clubs include Spanish, drama, gardening, art, music, sport and a fun club. Pupils on the school's register of gifted and talented pupils are able to take part in additional enrichment activities.

This is a very caring school where pupils' welfare is at the heart of its work. This begins even before children enter the school through the excellent induction procedures which help them to settle in quickly. Home visits and good links with the pre-school on the site contribute to these. At the time of the inspection, Reception children had only recently started school, but all the parents seen by inspectors reported that their children had settled in well, with one commenting, 'He loves every minute of it'.

The most vulnerable pupils receive excellent support, and provision for pupils with special educational needs and/or disabilities is led and managed exceptionally well. In particular, liaison with other schools and agencies is of high quality, resulting in excellent specialist support being available, for example in speech and language therapy. As a result, the most needy pupils are included especially well in the life of the school. Good behaviour is promoted very well through a range of very effective reward systems and the specialist support provided for those pupils with specific emotional and behavioural needs.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Staff work very well together and share a common purpose in school improvement and the equality of opportunity for all pupils. Leaders regularly monitor the work in their areas and subjects, drawing up action plans, reporting to governors and identifying training needs. For example, a group of teaching assistants undertook training in play therapy, with the aim of supporting pupils with specific emotional and behavioural

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

needs. Although teaching is regularly monitored through lesson observations, these are not always rigorous enough to bring about further improvement.

Safeguarding procedures are excellent. They are evident in the high quality procedures for the vetting of staff, risk assessments and arrangements for child protection. All staff and governors are fully committed to ensuring that the policies and procedures that provide for children's welfare are of high quality. In practice, these are strictly adhered to. For example, the school is extremely vigilant in checking on pupils who may be at risk from harm and in responding very positively to their needs. As a result, most children report they feel safe when in school and are very happy to turn to members of staff with any concerns they may have.

Governors are well informed and support school development well. In particular, they have played an outstanding role in helping the school to address potential issues with regard to reorganisation. They are fully involved in improvement planning, and plans are in hand to enhance their effectiveness in monitoring and evaluating the school's work. Community cohesion is promoted well, particularly at global and local levels. The school has identified that action needs to be taken to develop further pupils' knowledge and understanding of the cultural diversity of the United Kingdom.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children benefit from the highly skilled teaching that they receive and make good progress in all areas of their learning. When they start school, standards are mainly at the level expected for children of this age, although a significant minority of the children

are below this in their social and language skills. Children's good achievement means that standards are slightly above average by the time they leave Reception. In some aspects of their learning, progress is excellent. For example, their number work is very good. During the inspection, they were very keen to demonstrate how competent they were in adding 3+2+1 to make 6, with little help from the teacher. Children also make great strides in some aspects of their social development, clearly recognising how they should behave and relate towards others. Staff take every opportunity to link different areas of learning and provide activities which are relevant and interesting for children. For example, children love listening to stories and through this are recognising some sounds in words. Children enjoy finding out new things for themselves, exhibiting great delight at discovering that bulbs turn into daffodils. The layout and size of the accommodation to an extent limits the choice of activities on offer. In particular, this restricts the opportunities for children to make choices and learn independently. However, good leadership and management are ensuring that staff continually explore the best ways in which to tackle this.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Just under a half of the parents and carers returned questionnaires. Although a small minority are concerned about behaviour, almost all parents agree with the inspectors that the school is effectively led and managed and keeps their children safe; it ensures that they are well supported, make enough progress and are happy in school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newport Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 125 completed questionnaires by the end of the on-site inspection. In total, there are 262 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	89	71	34	27	2	2	0	0
The school keeps my child safe	85	68	36	29	3	2	1	1
The school informs me about my child's progress	69	55	50	40	6	5	0	0
My child is making enough progress at this school	75	60	45	36	5	4	0	0
The teaching is good at this school	78	62	46	37	1	1	0	0
The school helps me to support my child's learning	71	57	51	41	3	2	0	0
The school helps my child to have a healthy lifestyle	81	65	42	34	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	66	53	52	42	2	2	0	0
The school meets my child's particular needs	71	57	45	36	9	7	0	0
The school deals effectively with unacceptable behaviour	55	44	55	44	14	11	1	1
The school takes account of my suggestions and concerns	64	51	51	41	8	6	2	2
The school is led and managed effectively	81	65	40	32	4	3	0	0
Overall, I am happy with my child's experience at this school	89	71	34	27	1	1	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



2 October 2009

Dear Pupils

Inspection of Newport Church of England Aided Primary School, Newport PO30 5GT

Thank you for taking part in the inspection. We spoke with some of you during our visit and you were very interesting to talk to, polite and helpful. You spoke enthusiastically about enjoying school and all of the things you take part in. Yours is a good school.

These are the things that the school does well.

- It ensures that children get off to a good start in Reception.
- It encourages you to work hard and make good progress.
- It makes sure that you are extremely safe and well looked after.
- It provides excellent support for those of you who need extra help.
- It ensures that you all know how to keep fit and eat the right things.
- It makes your learning interesting and enjoyable, and encourages your parents to get involved in what you are doing in school.
- It wants you to think about the environment and the future of the world.

We have asked the school to work on the following things.

- Teachers keep a very careful check on how well you are doing. They must use this information more fully to plan work that is just right for each one of you, not too easy and not too difficult. This will enable all of you to make the best progress possible.
- Your school is getting bigger and new buildings are planned. These need to include more space for children in Reception, to make sure they have even more activities and room to explore and find out things for themselves.

Thank you again for your help.

Yours faithfully

Peter Thrussell

Lead Inspector

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