

# Newtown Church of England Voluntary Controlled Primary School

## Inspection report

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<b>Unique Reference Number</b>	116336
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	379233
<b>Inspection dates</b>	27–28 September 2011
<b>Reporting inspector</b>	Richard Capel

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>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	410
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Kerry Beel
<b>Headteacher</b>	Mr Matthew Prince
<b>Date of previous school inspection</b>	10–11 March 2009
<b>School address</b>	Queen's Road Gosport PO12 1JD
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	27–28 September 2011
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## Introduction

This inspection was carried out by four additional inspectors. They observed 21 lessons featuring the work of 15 teachers. They held meetings with representatives of the governing body, staff and groups of pupils. They observed the school's work, and looked at records of pupils' progress and curriculum planning, reports from the local authority, school documentation and monitoring records of teaching and learning. Inspectors analysed 189 parents' and carers' questionnaire returns, as well as 38 from staff and 100 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of improvements in teaching and in the curriculum and how far this has ensured improved rates of progress and attainment throughout the school, especially with regard to more-able pupils and any differences between boys and girls.
- The ability of pupils to work in teams, take on responsibility and whether they enjoy their school and the learning opportunities it provides.
- The improvements made to subject leadership, the accuracy of self-evaluation and how leaders at all levels are helping to improve teaching and learning.

## Information about the school

This is a larger than average primary school. Most pupils are of White British heritage. 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 above average although the proportion with statements of special educational needs is below average. The main area of need is moderate learning difficulties. The proportion of pupils who speak English as an additional language is well below the national average. The school provides a breakfast club and after-school care for pupils which were evaluated as part of this inspection. The school holds a variety of awards including Enhanced Healthy School Status.

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

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school where a very large majority of parents and carers are happy with their child's experiences and with what the school provides. As one parent wrote, 'My child loves school and is engaged in his learning, what more can I say?'

The headteacher has the strong support of staff and the governing body and they are all focused on ensuring further improvement. Pupils get off to a good start in the Early Years Foundation Stage because staff work effectively with the children to ensure they make good progress in their learning. Although attainment is average, the progress made by pupils in the past was a weakness. The senior leadership has effectively used external support and other levels of leadership in the school to ensure that the pupils' learning and the progress they make by the time they leave school is satisfactory. Although effective improvements have been made, weaknesses remain in the difference found between the attainment of boys and girls in some year groups in reading, writing and mathematics, and in the attainment and progress made by more-able pupils.

Teaching is satisfactory and staff are benefiting from the support provided by the local authority and increasingly from their colleagues where they have particular areas of strength. The school has been focusing effectively on the quality of teaching in mathematics and this has led to improvement. The quality of teaching is better now in mathematics than in English and the school has consequently introduced initiatives to improve the teaching of writing and pupils' progress.

The school fosters the development of caring, sensible and considerate young people very well. Pupils work together harmoniously in lessons and as part of other activities such as a 'career fair' using local businesses. Pupils' behaviour is good and they make an outstanding contribution to their school and wider community. Links with the local church, with the local community and other agencies are strong and effectively support pupils' academic and personal development. Pupils are given satisfactory opportunities to learn about life in other countries but have a limited understanding of contrasting lifestyles and customs across the United Kingdom.

Senior leadership has ensured that the governing body now has the information it needs to challenge the school as a 'critical friend' and governors are taking a more active and systematic role in monitoring the work of the school. The headteacher has ensured that the strategic planning of the school has improved and is clear to staff

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and governors. There has been an effective focus on observing teaching but too little emphasis is placed on evaluating the quality of learning and progress in lessons so that this can be used to improve teaching further. Senior leadership is developing middle leaders who are grasping this opportunity with enthusiasm. Where the school has focused its efforts on making improvements, such as in mathematics and in improving attendance, this has had a positive impact, but self-evaluation is a little inflated. Strategies to raise attainment in English are yet to show sustained improvement but taking the greater involvement of the governing body and leadership at all levels also into account, the school's capacity for sustained improvement is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection

**What does the school need to do to improve further?**

- Raise attainment in English and mathematics by:
  - accelerating the progress of pupils, especially the more able
  - reducing the gaps in attainment between boys and girls
  - improving the quality of teaching in English to match that in mathematics.
- Improve pupils' understanding of contrasting lifestyles and customs across the United Kingdom.
- Improve the quality of the monitoring of lessons by ensuring an effective evaluation of learning and pupils' progress that can be used to inform better teaching.

**Outcomes for individuals and groups of pupils****3**

Children enter school in the Reception classes with knowledge, skills and understanding below that normally expected for their age with particular weaknesses in communication, language and literacy and personal and social development. Attainment at the end of Year 2 has been broadly average over the last three years. Attainment by the end of Year 6 has been broadly average overall, but was significantly below average in 2010 because of low attainment in mathematics. Attainment through the school in 2011 shows a marked improvement in mathematics due to the improvements in teaching and support for pupils put in place last year. Attainment in English, although broadly average, is not yet showing the improvements evident in mathematics. Pupils' progress has also improved. Although current progress varies between year groups, they make at least satisfactory progress in lessons because of satisfactory and sometimes better teaching. The attainment of boys and girls differs between different year groups of pupils. In some year groups the attainment of girls is above that of boys while the reverse is true in other years. Pupils are eager to learn when activities provide them with a challenge

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and they work together well to solve problems. This was seen in an English lesson where pupils were set the challenge of turning direct speech into reported speech. In the most effective lessons pupils enjoy using criteria to evaluate their work and that of other pupils. Pupils with special educational needs and/or disabilities make satisfactory progress overall but more rapid progress during the times they receive intensive support. Pupils of all abilities are satisfactorily prepared for the next stage of their learning.

The academic work of pupils is supported by their personal development. Pupils respond well to the good care, guidance and support provided by staff and have a well-developed sense of what is right and wrong. Their generally good attitudes to learning and the very good trusting relationship they have with staff add much to the positive atmosphere all around the school. Pupils are proud of being elected to the school council and to other areas of responsibility. They are eager to participate in fund raising for charity or take part in activities that improve the school environment such as the 'Muddy Boots' gardening club. Pupils have an excellent understanding of how to keep safe, for example when using the internet. The school has been successful in achieving the Enhanced Healthy School Award in recognition of pupils' good understanding of how to develop a healthy lifestyle. Pupils gain a good understanding of spirituality through subjects such as art and through events such as the Harvest festival at the local church where Year 3 pupils read out prayers and Year 6 read poems that they had written for the occasion.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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The majority of teaching seen was satisfactory but where the best learning and progress was made, teaching was good or in a few cases outstanding. The teaching of mathematics was stronger than that seen in English and reflects the efforts the school has put in to improve teaching in this subject. Where teachers provide well-constructed activities and problems to solve, pupils rise to the challenge and enjoy their learning. Examples of this were seen in both English and mathematics lessons. In a mathematics lesson for lower attaining pupils the excellent use of simple resources, challenging questioning, precise feedback and excellent support from teaching assistants resulted in pupils making good progress in their measuring. However, this is not the norm and teachers do not sufficiently use these effective strategies in order to promote learning. In some lessons the pace of learning was too slow resulting in pupils losing concentration. Assessment of what pupils already know, understand and can do is used well to plan lessons and set targets for individuals and to identify which pupils may need extra support. Pupils know their targets and these are displayed on classroom walls and desks to remind them.

The curriculum is well planned and is being developed further to promote better progress in areas such as writing. There are not enough challenging activities for the more able pupils but the curriculum is meeting the needs of pupils with special educational needs and/or disabilities and those who speak English as an additional language well. The school has worked to ensure that the curriculum takes account of the differing needs and interests of boys and girls and this is beginning to make a difference. In an English lesson the rugby World Cup was used to good effect to motivate and engage both boys and girls and get them talking to each other about their work. There is a wide range of after-school activities which pupils enjoy and good links with partners who contribute to providing exciting activities and opportunities for pupils to learn about the world of work. Residential visits are particularly enjoyed by pupils.

Staff provide good levels of care, support and guidance for all pupils and the school works effectively with other agencies to provide good support to pupils, especially those with special educational needs and/or disabilities and those who have barriers to their learning. Children are helped to transfer from Reception into Year 1 well and they settle quickly. The good links with local secondary schools allow Year 6 pupils to get a good start to their secondary education. The breakfast club provides a friendly and sustaining start to the school day. The care provided after school is also good.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account:	
The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

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## How effective are leadership and management?

The governing body and school leaders are very committed to improving the school. The governors know its strengths and have a better understanding of the weaknesses and the barriers to improvement because they carry out a more comprehensive range of visits to find out what happens in the school on a day-to-day basis. These improvements and the better information provided for the members of the governing body have been largely led by the headteacher. Senior leaders have sharpened the focus on raising attainment and improving the progress made by pupils and this is having a positive impact. However, evaluation of teaching and learning is not always sufficiently accurate to ensure systematic improvements.

Keeping pupils safe is a high priority for all staff. All safeguarding regulations and duties are met and those pupils spoken to say they feel very safe and well cared for. Staff are well trained, and support for pupils who may be vulnerable is effective. The school has a good range of different ways through which it communicates with and supports parents and carers. For example, staff are able to communicate with parents and carers through text message and a recent initiative has been to encourage parents and carers to talk to their child about their homework. The school consults with parents and carers and takes account of their views. The staff and the governing body are effective in ensuring there is no discrimination based on ethnicity or background and all pupils benefit satisfactorily from all that the school has to offer. It provides satisfactory value for money. Community cohesion is promoted well in the local community and pupils have an opportunity to contribute to national charities but links with the global community are few. Partnership with a school in Africa has waned and is in the process of being re-established.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

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## Early Years Foundation Stage

Induction arrangements are good. Children have many opportunities to visit the school with their pre-school groups and with their parents and carers. They settle quickly under the sensitive care and support of all staff. Teaching is good and staff have a good understanding of how children learn. Resources are of a good quality and are used well to promote exploration and learning. There is a good balance of adult-led activities and opportunities for children to choose their own activities. For example, children found great delight in searching for dinosaur bones in the sand using brushes and magnifying glasses like real archaeologists. The staff use good questioning to extend the children’s vocabulary and to develop ideas. Assessments based on observations of children’s learning are used well to develop activities and to identify the next steps in learning. Welfare arrangements are good. The classroom and outside areas are safe and secure.

The curriculum is well planned and uses children’s interests to motivate and engage them in learning. There is a good balance of the different elements of the curriculum and all children’s needs are taken into account but at present boys do not achieve as well as the girls in some areas. The leadership is evaluative and seeks expert help and advice to support development and incorporate good practice into its planning. Good links with parents and carers are being further developed so that they have a better understanding of how the children are developing.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

The return to the Ofsted questionnaire was above average. Parents and carers are extremely positive about the school especially how well their child enjoys school, the way the school keeps them informed about their child’s progress and how the school meets the needs of their child. There was no overall consensus of negative comment but more common concerns were about the behaviour of a few pupils and that homework was not always marked. Positive comments were in the majority. ‘Excellent supportive environment’, ‘fantastic support for pupils and parents’ and ‘well done Newtown’ are just a few of the many positive written comments.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newtown Church of England Voluntary Controlled 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 13 statements about the school.

The inspection team received 189 completed questionnaires by the end of the on-site inspection. In total, there are 410 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	131	69	55	29	2	1	0	0
The school keeps my child safe	141	75	45	24	1	1	0	0
The school informs me about my child’s progress	92	49	83	44	6	3	0	0
My child is making enough progress at this school	89	47	80	42	8	4	1	1
The teaching is good at this school	108	57	68	36	4	2	0	0
The school helps me to support my child’s learning	90	48	79	42	7	4	2	1
The school helps my child to have a healthy lifestyle	103	54	72	38	9	5	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)	95	50	73	39	4	2	1	1
The school meets my child’s particular needs	87	46	91	48	3	2	1	1
The school deals effectively with unacceptable behaviour	70	37	84	44	14	7	3	2
The school takes account of my suggestions and concerns	64	34	93	49	15	8	0	0
The school is led and managed effectively	117	62	57	30	4	2	2	1
Overall, I am happy with my child’s experience at this school	119	63	62	33	3	2	0	0

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



29 September 2011

Dear Pupils

**Inspection of Newtown Church of England Voluntary Controlled Primary School, Gosport PO12 1JD**

Thank you for your very friendly welcome and for helping us when we visited your school recently. We enjoyed our visit and were impressed by the way you all got on well together and how well you behaved in lessons and around the school. This letter is to tell you about the judgement that we have made on you and your school.

Newtown Church of England Primary is a satisfactory school. You told us that you liked coming to school and your parents and carers also like the school a lot as well. You said that you enjoy many of the things the school provides for you, for example the after-school clubs and the residential visits you attend. You have a good understanding of how to keep yourselves healthy and safe and you make an outstanding contribution to your local community and to your school. All the adults in the school work well together to take good care of you.

The youngest of you get off to a good start in the Reception class. You make satisfactory progress through the rest of the school. Sometimes boys and girls do not reach the same levels in the different subjects and we would like the school to make sure that all of you make good progress, especially in English. You have strong links with your local community and you are given opportunities to learn about life in other countries. However, we would like you to have a better understanding of the different cultures of people in the United Kingdom.

Teaching is satisfactory and improvements have been made to the way you are taught mathematics. We want that to be matched by improvements in the teaching of English. We also would like the school to improve the way it understands how you are learning in your lessons and to use that better understanding to improve the teaching even more.

Yours sincerely

Richard Capel  
Lead inspector

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