

Newington Community Primary School

Inspection report

Unique reference number	135214
Local authority	Kent
Inspection number	381841
Inspection dates	13–14 June 2012
Lead inspector	Jacqueline Marshall

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	431
Appropriate authority	The governing body
Chair	Mike Harrison
Headteacher	Cliff Stokes
Date of previous school inspection	26–27 January 2009
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Age group	3–11
Inspection date(s)	13–14 June 2012
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Introduction

Inspection team

Jacqueline Marshall Additional inspector

John Mason Additional inspector

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This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 37 lessons and part lessons, taught by 18 teachers, amounting to approximately 15 hours in total. For over half of the lessons, inspectors were accompanied by the headteacher, deputy headteacher or assistant headteacher. Some teaching assistants were also observed at work with pupils. Inspectors held meetings with staff, school leaders and representatives of the governing body as well as talking informally to staff and pupils. The inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work and looked at the school's documentation: policies, including those relating to safeguarding, data on pupils' progress, attendance figures and the school's development planning. They scrutinised pupils' work and evaluated 164 questionnaires received from parents and carers.

Information about the school

This is a larger than average-sized primary school. It is oversubscribed with a waiting list for nursery and reception places. A higher proportion of pupils than usual join or leave the school at times other than the expected. Almost all of these are joining in Key Stage 2 and are to fill the additional places created when the school moved into its present building. Classes from Reception to Year 3 are full. The pupils come from predominantly White British families as well as from a range of other minority ethnic backgrounds. A below average number of children are learning to speak English as an additional language and of these a few join with little or no English. The proportion of disabled pupils and those who have special educational needs is above average, and an above average proportion are supported at school action plus or with a statement of special educational needs. Their needs include physical disabilities, moderate learning difficulties, speech and language needs and social, emotional and behavioural issues. The proportion of pupils known to be eligible for free school meals is above average. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Children attend the Nursery class for either morning or afternoon sessions. Many of the children in the Reception classes have attended the Nursery. There is a children's centre based on site which has been inspected separately.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	1

Key findings

- This is a good school. The extremely strong vision of the headteacher and other leaders is very successfully raising standards through the excellent curriculum and particularly strong promotion of pupils’ spiritual, moral, social and cultural development. It is not outstanding because, while good, pupils’ achievement is not yet rapid enough to reach the highest levels and most teaching is good rather than outstanding.
- From starting points that are much lower than those expected for their age, pupils make good progress. Although standards have been low in the past, current Year 6 pupils are working at the expected levels for their age.
- Pupils are enthusiastic about all the school has to offer and are keen to learn. Their behaviour and attitudes are good, and at times exemplary. As a result of the effective efforts of staff, attendance is rising. However, for a few families their children’s attendance remains below average and this hinders their progress.
- Teaching is good. Teachers make effective use of assessments in English and mathematics to plan well-matched activities. Marking is consistently good though pupils do not always have the opportunity to respond to the comments their teachers make. Where teaching is outstanding every opportunity is used to engage and challenge all the pupils, including at the start or end of lessons when the whole class are together. Where this is not a consistent feature, pace and learning are slower.
- Outstanding leadership and management, including the management of performance, have created a school that is both reflective and forward looking. Very rigorous checking of the quality and impact of teaching constantly seeks out ways in which pupils’ achievement can be improved. As a result, since the previous inspection, an increasing number of lessons are outstanding and standards are rising.

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What does the school need to do to improve further?

- Ensure standards in English and mathematics consistently reach or exceed the national expectations by:
 - ensuring that a greater proportion of lessons are outstanding rather than good through increasing the pace of lessons so that all pupils are actively engaged and involved in their learning at all times
 - accelerating progress as a result of involving pupils more fully in assessing their own work and ensuring they have the opportunity to reflect and act on teachers' comments.

- Raise attendance by increasing efforts to make all families aware of the importance of good attendance.

Main report

Achievement of pupils

Pupils talk eagerly about what they have learnt and about what strategies they might need to solve problems. They respond with enthusiasm to interesting and engaging tasks that are well matched to their abilities. For example, Year 2 pupils, prior to their visit to a local beach, generated vocabulary after watching a video about the coast. Discussing ideas with their partners they successfully challenged each other to add more ideas. Drawing on their knowledge of phonics (linking letters to the sounds they make) they created their own checklist to be used on their field trip. More-able pupils were further challenged and stretched as they considered whether the features they included were physical or human.

Children in the Nursery and Reception classes achieve well academically and in their personal, social and emotional development as a result of the rich learning environment and skilled staff. Throughout the school, pupils make good and, at times, better progress from starting points that are low, especially in communication, language and literacy, personal, social and emotional development and their knowledge and understanding of the world. Pupils have responded very positively to the school's focus on developing these areas of learning, in particular, the real-life experiences and 'wow' factor activities designed to support their communication skills, knowledge of the world and personal development. Consequently, work in books and the school's data show that the proportion of pupils achieving the expected levels of attainment in writing and mathematics by the end of Year 6 is rising and is currently average. This demonstrates the very good gains pupils, including those eligible for free school meals, have made in narrowing the gap with their peers nationally. Although reading skills are below average at the end of Year 2, pupils make good progress because of the effective programme enabling teachers to

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pay careful attention to developing pupils' understanding of phonics and by the end of Year 6 their attainment in this aspect is broadly average.

Parents and carers overwhelmingly agree that children make good progress. Pupils, including those with speech and language difficulties, make good gains in their literacy skills because of the school's strong focus on developing their speaking and listening skills. Disabled pupils and those with special educational needs learn well in small groups because the work is closely matched to their needs and the support staff are highly skilled. In addition, pupils from different minority ethnic backgrounds, as well as those with English as an additional language, also achieve well.

Quality of teaching

The teaching observed on the inspection was typically good, and occasionally outstanding. The overwhelming majority of parents and carers agree that this is the case. Teachers plan extremely well to promote children's spiritual, moral, social and cultural development. Interesting activities and very good relationships between staff and pupils keep the pupils very focused and support learning well. Staff prepare lessons carefully matching the work well to pupils' different needs and linking different aspects of learning. They use learning resources skilfully to assist the pupils' understanding. Pupils are enthusiastic about reading because teachers consistently promote reading and reading skills effectively, using texts to enhance learning in other subjects as well as English. Teachers regularly use paired work which promotes pupils' speaking and listening skills and their social development very well. Teachers' good knowledge of the content they teach enables them to pose questions effectively and also answer pupils' questions fully.

Training for all staff on the phonics programme ensures these lessons are particularly well taught. As a result, pupils are making considerable gains and narrowing the gap quickly with their peers nationally. Classrooms and corridors are welcoming, interesting and attractive environments which support learning well. In the Early Years Foundation Stage, the range of activities for the outdoor, and particularly the indoor, areas enhances different aspects of the children's development well. Teaching of basic skills is effective and pupils are regularly given opportunities to use and develop these literacy and numeracy skills as they work in other subjects.

Most lessons are very well paced with good use of time. Teachers typically use regular, accurate assessments to set tasks that challenge all groups within their classes. Occasionally when talking to the whole class together, opportunities to adapt questioning and tasks to reflect the differing abilities are missed and, as a result, learning slows. Where teaching is best, such as in a Year 5 literacy lesson, lessons are lively and stimulating, drawing on pupils' previous work to set challenges and extend learning. Disabled pupils and those who have special educational needs are very well taught, both in class and in extra support sessions. Teaching assistants make an important contribution to this effective additional support. Marking is helpful and supports the pupils' next steps in learning in English and mathematics and increasingly in other subjects. Pupils are encouraged to read teachers' comments

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though do not always have time to respond to these and this hampers opportunities to accelerate learning further.

Behaviour and safety of pupils

The school's high expectations, strong caring ethos and aim to develop pupils as learners are key factors in pupils' improving attendance and typically good, and sometimes exemplary, behaviour. Throughout the school, staff deploy effective strategies to manage behaviour. Pupils respond well to the support of adults working with them, particularly in small target groups and on a one-to-one basis. Parents and carers praise the approach of teaching staff and additional adults alike, commenting 'Teachers and staff genuinely care for each child' and 'The school gives the child and us, as carers, very good care and lots of help with any problems that occur.'

Due to school leaders' very effective promotion of pupils' spiritual, moral, social and cultural development pupils get on well together and show considerable support for one another, regardless of age, gender or ethnicity. Opportunities to take responsibility in class, in the playground and as part of the school council, contribute positively to pupils' moral and social development. Incidences of bullying, such as name calling, and cyber bullying, are not an everyday occurrence. The very large majority of parents and carers responding to the questionnaire commented positively on how the school deals with behaviour and bullying. A very small minority believe that their children's learning has been disrupted on occasion and the school does not always act rigorously to solve any problems. Inspectors found that, while there are some incidences of bullying they are managed very well by staff. Pupils themselves commented on how good the school is at sorting out problems and all knew who they could turn to for help, while one parent commented that any issues are 'dealt with swiftly and efficiently'. A very large majority of parents and carers responding to the questionnaire commented positively on how the school deals with behaviour and a very large majority of pupils agreed that behaviour is typically good.

Leadership and management

The headteacher and senior leadership team show inspirational leadership and a relentless drive to give pupils the best possible education. Together they have driven improvement stemming from systematic and rigorous checking of the quality of teaching. Consequently they have successfully tackled inadequacies in teaching and are now focused on increasing the number of teachers who move their practice from good to outstanding. School development planning links very well with professional development activities and performance management. The success of these initiatives can be seen in pupils' steadily improving attainment since the last inspection, and confirms the school's capacity to improve further. Improvements in the teaching of basic skills such as phonics and the quality of teachers' marking mean that in the last two years, many more pupils have reached expected levels than was previously the case. While the school's efforts to improve attendance have been successful in reducing absenteeism, regular attendance remains an issue for some pupils. Close work with these families, in school and also through their links

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with the children's centre, has resulted in some improvements. However, the school is maintaining its focus in order that these pupils' absences do not adversely affect their learning.

Close tracking of the progress of individuals, including those newly arrived at the school, results in rapid identification of any potential underachievement, and ensures that any gaps in performance between groups of pupils are quickly addressed. This, together with the absence of any form of discrimination, confirms that the school promotes equality of opportunity really well. Parents and carers, as well as pupils, are listened to and their opinions valued. Their increasing involvement in the school and their children's learning since the last inspection is a significant achievement and one for which that parents and carers are grateful. Leaders, managers and members of the governing body are effective in ensuring that arrangements to keep pupils safe are rigorous, including the vetting of new staff appointments. Statutory requirements concerning safeguarding are met.

The school has been highly effective in securing an excellent curriculum which both supports the increasingly rapid learning of basic skills, and interests and excites the pupils. Providing memorable first-hand experiences is key to pupils' enjoyment and keenness to learn. Regular visits to the theatre, local attractions and a trip to France for Year 2 pupils give the pupils excellent first-hand opportunities to broaden their skills and understanding still further and to find out about the lives and beliefs of others living in Britain. The curriculum combines with the ethos of the school to promote pupils' spiritual, moral, social and cultural development very well.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



15 June 2012

Dear Pupils

Inspection of Newington Community Primary School, Ramsgate CT12 6HX

Thank you so much for welcoming us so warmly when we visited your school recently. We thoroughly enjoyed talking with you and hearing how much you enjoy school. We were particularly impressed with hearing about how much you appreciate all the interesting activities, experiences and extra clubs the school provides for you. We are not surprised that you enjoy your time at Newington as it is a good school.

We agree that you get along very well together and look out for one another. We think your school is good at making sure you know how to behave well and keep safe. You understand about different types of bullying; you know it sometimes happens but also know that if it does your teachers deal with it really well. Your attendance is rising. However, for a small number of you it is an area you know you have to improve and we have asked the school to continue working with you and your families in order to achieve this.

The curriculum meets your needs extremely well and teachers are effective at helping you make good and sometimes better progress in your work. Because of this more of you are reaching the expected levels than ever before by the time you leave the school. Well done! The leaders in the school are very good at knowing just what needs to be done to make sure your school keeps on getting better. In order to help you to reach even higher levels, we have asked the staff at your school to make sure that you are always actively involved in your lessons and have time to respond to the comments your teachers make in your books.

You can all help by continuing to try hard, coming to school regularly and working and playing really well together. Thank you again for helping us with our work.

Yours sincerely

Jacqueline Marshall
Lead inspector

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