

Tribal
Kings Orchard
One Queen Street
Bristol
BS2 0HQ

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5359
Email: christina.bannerman@tribalgroup.com

28 November 2014

Mrs K Russell
Headteacher
Newtown Church of England Voluntary Controlled Primary School
Queen's Road
Gosport
Hampshire
PO12 1JD

Dear Mrs Russell

Serious weaknesses monitoring inspection of Newtown Church of England Voluntary Controlled Primary School

Following my visit to your school on 27 November 2014 I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the outcome and findings of the inspection. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the second monitoring inspection since the school was judged to have serious weaknesses following the section 5 inspection which took place in December 2013. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time the school is making reasonable progress towards the removal of the serious weaknesses designation.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter to the Secretary of State, the Chair of the Governing Body, the Director of Children's Services for Hampshire and the Diocese of Portsmouth.

Yours sincerely

Diana Choulerton
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in December 2013

- Improve the quality of teaching so that it is at least good by ensuring that all teachers:
 - set more consistently high expectations for pupils' achievement
 - provide more consistently good challenge to pupils' thinking and reasoning through a closer match of tasks and questions to the different groups, especially the most able
 - make the most effective use of time so that pupils are more highly productive when they undertake set tasks.
- In the Reception classes, make sure that the teaching regularly includes well-structured work on phonics and on letter formation so that children make improved progress in developing their early writing skills.
- Accelerate pupils' progress in writing in all key stages, in order to match their more rapid progress in mathematics, by:
 - ensuring that pupils have good opportunities to practise writing at greater length and in different subjects
 - making sure that pupils develop a clearer understanding of the next steps in their learning through improved use of target setting, better feedback from marking and consistently good opportunities to apply advice about improvement.
- Improve the effectiveness of leadership and management at all levels, including governance, by:
 - checking the quality of teaching and learning rigorously and communicating consistently high expectations of teaching staff
 - having a greater emphasis on actions to accelerate pupils' rates of progress and providing sharp advice about what teachers could do to improve their practice.

Report on the second monitoring inspection on 27 November 2014

Evidence

The inspector met with the headteacher, senior and middle leaders, members of the governing body and a representative of the local authority. The inspector visited lessons to observe teaching and learning. The purpose of the inspection was to look at how well leadership and management are building sustainable improvements in teaching.

Context

A second, permanent deputy headteacher has joined the school. The school is fully staffed.

The quality of leadership and management at the school

Leaders' actions have led to improvements in teaching and pupils' achievement, although some variability remains. In 2014, pupils' standards in reading by the end of Year 2 had improved considerably on the previous year and were higher than those seen nationally. Standards in mathematics had also improved although not as strongly. The proportion of pupils meeting the standard expected for their age in writing by the end of Year 2 had only improved slightly but many more pupils reached the higher levels than was previously the case.

More pupils made good progress in reading and writing by the end of Year 6 than previously. However the proportions of pupils making expected progress in reading dipped slightly and fewer pupils made more than expected progress in mathematics than in 2013, although the figure remained above that seen nationally. The gaps in achievement between disadvantaged pupils and other pupils nationally and in the school remained variable between subjects and key stages. Teachers are increasingly meeting the high expectations set by leaders. As a result pupils are making better progress. School information, including tracking data and pupils' workbooks, shows pupils are achieving well in English and mathematics. Gaps in achievement between disadvantaged pupils and other pupils are less variable than previously.

Leaders have effectively evaluated the impact of their work since the last inspection and have identified suitable priorities for further development. A detailed school action plan defines how these will be addressed. Leaders continue to check the quality of teaching rigorously and provide training and support to help teachers develop further. This approach has been central to improving teaching and achievement. However some teaching is still not effective enough to enable pupils to learn well. Leaders have recently introduced a well-considered programme of coaching to support teachers to further improve.

Middle leaders' actions are bringing improvements in their areas of responsibility. Children in Reception now have regular opportunities to develop their phonics and writing skills and pupils in Key Stages 1 and 2 have increased opportunities to write at length in different subjects. Pupils now undertake regular mathematics basic skills tests. This gives teachers better information about which mathematics skills need further development so they can plan their lessons accordingly. Middle leaders are checking the effectiveness of the new approaches they introduce so plans can swiftly be adjusted when needed.

Governors know precisely what needs further improvement. They hold leaders to account well. Governors have a good grasp of performance data and question leaders when they see underperformance, for example, by making sure leaders had plans in place to improve pupils' phonics skills in Year 2.

Strengths in the school's approaches to securing improvement:

- The majority of teachers typically plan lessons that meet the needs of different groups of pupils in the class, including the most able.
- Most pupils receive marking which helps them know how well they have done and what they need to improve. Pupils are increasingly responding to this advice and improving their work, although this is not yet consistent practice across the school.
- Teaching in Key Stage 2 enables different groups of pupils, including the most able, to develop their writing skills well. Teachers' expectations of pupils are high. Pupils write confidently and at length in a range of subjects.

Weaknesses in the school's approaches to securing improvement:

- Some teachers' are not skillful enough in planning lessons. Teachers are not considering well enough the different advice and support that pupils of varying abilities will need to master a particular concept or skill.
- In some lessons, pupils do not have the resources to hand that they need to learn really well. For example, when pupils are spelling difficult words there are no visual examples of the correct spellings for them to check their work against, so they do not realise they have made mistakes.

External support

The local authority is continuing to monitor how well the school is improving and to hold leaders to account for this. It is providing support to help leaders address areas that need further attention. Local authority officers work with leaders to corroborate their judgements on the quality of teaching and provide advice for subject leaders to help them improve their subject areas. This support is helping the school to improve.