

Newtown Church of England Voluntary Controlled Primary School

Queen's Road, Gosport, Hampshire, PO12 1JD

Inspection dates 19–20 May 2015

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- There is significant variation in the quality of teaching throughout the school. In some lessons not enough account is taken of the levels at which different pupils are working, and classroom assistants do not support learning well.
- Pupils do not progress well enough in all year groups, and progress varies between subjects. This limits pupils' attainment, which is broadly average in reading, writing and mathematics by the end of Year 6.
- Pupils do not achieve as well as they could in Years 1 and 2. Their handwriting and spelling require improvement. Not all pupils fully understand which calculation method they need to use in mathematics
- In Years 3 to 6, insufficient attention is given to improving the reading skills of the less-able pupils. Their attainment is restricted as a result.
- Support for disabled pupils and those who have special educational needs is not always good. Not enough account is taken of their individual needs.
- Pupils' behaviour requires improvement. Not all pupils consistently pay attention in lessons.
- Pupils are generally safe in school, but they do not always play safely at lunch times.
- Some middle leaders do not contribute well enough to driving forward improvement. They do not all have the necessary skills in analysing pupils' achievement.
- A small minority of parents are concerned about the information they receive, for example about their children's progress and behaviour.

The school has the following strengths

- The headteacher is a strong leader who has driven forward improvement well since the previous inspection. She is ably supported by the deputy headteachers and the governing body.
- Reception children benefit from consistently good teaching and they achieve well.
- Reading is taught well in the younger year groups. Their achievement in reading is good and, by the time they reach Year 2, their attainment is above average.
- Rapid progress in Years 5 and 6 helps pupils to make up for past weaknesses. Their attainment in mathematics is above average, as a result, and has improved well in writing.
- Extra activities, designed to support disadvantaged pupils, help them to achieve well. They rapidly close the attainment gap on other pupils.
- Governors are well informed about teaching quality and pupils' achievement. They are effective in holding leaders to account for their work.

Information about this inspection

- The inspectors observed pupils' learning in 17 lessons or parts of lessons, five of which were joint observations with senior leaders. In addition, the inspection team made a number of short visits to group or individual activities designed to help pupils who have fallen behind to catch up.
- Inspectors heard some pupils read, scrutinised a sample of pupils' written work and visited the breakfast and after-school club.
- Meetings were held with pupils, members of the governing body, senior and middle managers and other staff. A conversation was held with a representative of the local authority.
- Inspectors took account of the 19 responses to the on-line questionnaire (Parent View). They also spoke to a small number of parents bringing their children to school.
- Responses from the 52 staff questionnaires were analysed.
- The inspectors observed the school's work and scrutinised a number of documents, including the school's records on current pupils' progress, behaviour and attendance. They also looked at documents related to planning and monitoring, and scrutinised safeguarding policies and procedures.

Inspection team

Diane Wilkinson, Lead inspector

Additional Inspector

David Shears

Additional Inspector

Laura Dickson

Additional Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- Newtown is a larger-than-average-sized primary school, with two classes in each year group. At the time of the inspection all Reception children were attending full time.
- There has been a significant number of staff changes since the previous inspection. There have also been some changes at leadership level.
- The proportion of disabled pupils and those with special educational needs is around the national average.
- The proportion of pupils from minority ethnic backgrounds is low compared to the national average. Very few pupils speak English as an additional language.
- The proportion of disadvantaged pupils supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals and children who are looked after) is above average.
- A small minority of pupils come from military families where a parent is serving in the armed forces.
- The school runs its own breakfast and after-school club.
- The school meets the government's floor standards, which set the minimum expectations for attainment and progress.
- When Newtown Church of England Primary School was inspected in December 2013, it was judged to have serious weaknesses. Subsequently, the school was inspected on two occasions. At the last monitoring inspection the school was judged to be making reasonable progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently at least good by:
 - planning lesson activities that take full account of the levels at which different pupils are working and which always help them to do their best
 - ensuring that pupils stay focused on their tasks throughout lessons
 - increasing the expertise and effectiveness of learning support assistants
 - ensuring that the support provided during lessons and additional activities for disabled pupils and those who have special educational needs fully meets their individual needs.
- Raise pupils' achievement in Years 1 and 2 so that it is good in all subjects through ensuring that pupils:
 - consistently present their work well, write legibly and spell accurately
 - develop a good understanding of different forms of mathematical calculations so that they can use these confidently in other contexts.
- Raise the achievement of lower attaining pupils in Years 3 to 6 by providing sufficient opportunities to help them extend their basic reading skills, especially their understanding of phonics (the sounds letters make in words).
- Strengthen the effectiveness of leadership and management by:
 - ensuring that subject leaders and leaders of other aspects of the school's work play a full part in the school's monitoring and improvement work, and increase their skills in analysing pupils' achievement
 - taking further steps to improve playground behaviour
 - providing more information to parents on their children's progress and behaviour, especially when their teacher is changed, or where incidents of inappropriate behaviour have occurred in the playground.

Inspection judgements

The leadership and management requires improvement

- Leadership of some aspects of the school's work is not yet good. Not all leaders have effective enough skills in evaluating evidence about pupils' progress. This means that senior leaders have to carry too heavy a workload.
- Procedures to improve teaching quality have not yet brought about good teaching in all classes. This means that pupils' progress varies across year groups.
- Parents expressed their concern about the many staff changes and absences in recent years. Some do not feel well informed about the continuity of their children's progress, or how inappropriate behaviour is dealt with.
- The headteacher has worked hard, with strong determination, to improve the school. That this school no longer has serious weaknesses is down to her drive for improvement, effectively supported by the deputy headteachers and governors.
- Thorough and accurate systems for checking the school's work clearly identify where further work is still needed. Good improvement planning has raised teaching quality and improved pupils' achievement. Remaining weaknesses are already being tackled, indicating that the school is securely placed to improve further.
- The school's senior leadership has introduced effective formal procedures for managing and improving teaching quality. Staff are held to account for any teaching which does not deliver sufficiently well to support good pupil progress. Good coaching and effective advice have ensured that inadequate teaching has largely been eradicated.
- The local authority provides very strong support. Its officers give good advice and training to help improve pupils' achievement and the quality of teaching. More recently, effective training has been provided for subject leaders. The local authority recognises the school's improving effectiveness and has confidence in senior leaders' ability to improve the school further.
- The curriculum is effectively adapted to take account of new government requirements. It ensures that pupils' reading, writing and mathematics skills are consistently built on as pupils move up the year groups. However, not all teachers ensure lesson plans are pitched at the right level for the range of abilities in each class.
- Safeguarding arrangements fully meet requirements and ensure that pupils are kept safe and free from harm in school.
- Additional funding is allocated well to provide extra support for the academic, social and emotional needs of disadvantaged pupils. It is proving effective in helping them to improve their level of achievement.
- Sport funding has been used well to help increase pupils' opportunities to participate in a wide range of sports, such as cricket and gymnastics. It has also been used to improve the quality of teaching in physical education.
- The school strongly promotes equality of opportunity, fostering good relationships and discouraging discrimination. The achievement of disadvantaged pupils has improved well, and there is little bullying.
- Pupils' spiritual, moral, social and cultural development and British values, such as respect and fairness, are effectively promoted. For example, moral values are fostered through a set of agreed rules, 'class charters', and social values are emphasised through promoting a sense of community. Cultural diversity is celebrated. Pupils are suitably prepared for their future in a modern democratic Britain.
- **The governance of the school:**
 - Governors hold leaders to account well for the school's performance. They provide effective support to the school's leaders and keep a regular check on how priorities for improvement are progressing.
 - Governors carry out a good range of monitoring visits. These visits keep them well informed about teaching quality and how teaching is being improved. They take particular interest in making sure that staff advancement is based on the quality of performance.
 - Good expertise on the governing body ensures governors understand evidence on pupils' progress. They accurately compare the school's performance with that of other schools locally and nationally.
 - Governors fulfil their statutory duties well; for example, in making sure pupils are kept safe and in monitoring the effectiveness of additional funding.

The behaviour and safety of pupils**requires improvement****Behaviour**

- The behaviour of pupils requires improvement.
- A small number of pupils do not behave well enough at lunch times. Whilst incidents are always dealt with appropriately, some of these pupils continue to re-offend.
- Pupils enjoy learning, but when lesson activities are too easy or too hard for some pupils they lose concentration. This affects their achievement.
- Some pupils, and a number of parents, have said that they are concerned about the unkind behaviour exhibited by a few pupils in the playground.
- The school has taken a much stronger stance about poor behaviour since the previous inspection, and lessons are now rarely disrupted. The behaviour of pupils who find it difficult to consistently behave well has improved due to the effective work of the specialist emotional and social support worker.
- Relationships with adults and between pupils are mainly positive. Pupils enjoy school and generally behave well when moving around the school and during assemblies. Pupils are friendly and polite to staff and visitors.

Safety

- The school's work to keep pupils safe and secure requires improvement.
- Some parents expressed concern about playground safety as the result of the boisterous behaviour of a few pupils.
- Most pupils feel safe in school. Site security is good and regular checks ensure that any concerns are swiftly dealt with.
- Pupils are well looked after in the effectively run breakfast and after-school club.
- Pupils report that bullying in any form does not often happen, but that adults deal with it appropriately when it does occur. Some said that they are concerned about being 'picked on' by others.
- Pupils are well aware of the importance of showing respect to pupils from different backgrounds. Racial incidents are rare.
- Pupils are well informed about how to keep themselves safe, including when using the internet.

The quality of teaching**requires improvement**

- There are many inconsistencies in the quality of teaching throughout the school. This affects the rate of pupils' progress and limits their attainment.
- Not all teachers take good account of the information available from the school's regular assessment of pupils' progress. This means that activities are sometimes too hard for the lower attainers and too easy for the most able.
- Pupils benefit from a consistent approach to the teaching of new skills in reading, writing and mathematics. However, teachers are not so efficient in ensuring that pupils can use these skills in different situations.
- Basic writing skills are taught effectively in the younger year groups, but too little account is taken to ensure that pupils use these skills well in preparing longer pieces of written work. Pupils in the oldest year groups tend to use these basic skills well.
- Calculation skills are taught well in Years 1 and 2 mathematics lessons. However, not enough emphasis is given to ensuring that pupils can explain why they have used a specific method nor how they worked out the answer.
- Reading skills, especially phonics, are well taught in Reception and Years 1 and 2, but not enough attention is given to helping the older pupils who need more help to acquire good phonics skills.
- The quality of support provided by some learning support assistants is variable. In a small minority of classes, some have inadequate expertise, for example in their proficiency in spelling. Others intervene too much in giving pupils help with their work. Some assistants, however, are highly effective and make a strong contribution to pupils' learning.
- Revised planning for the new curriculum is used to good effect to engage pupils' interest and commitment. Pupils can see the relevance of activities to their future lives. As a result, when teaching is effective, pupils work hard and make good progress.
- The new marking programme helps pupils to easily recognise what they have done well and how to improve. However, not all teachers follow this up to ensure pupils do not continue to repeat errors.

- Disadvantaged pupils are taught well in the special group or individual activities that are provided to help them catch up. This has a positive effect on their progress. The special additional activities for disabled pupils and those who have special educational needs are not so effective, nor is their support in class.
- The new homework arrangements engage pupils' interest and aid their learning. For example, a scheme funded by the Ministry of Defence is used well by the school to support the reading of pupils from military families. A few parents, however, would like more opportunities to support their children's learning at home.

The achievement of pupils

requires improvement

- Despite good improvement since the previous inspection, a legacy of weak teaching in the past, and inconsistencies in current teaching quality mean that pupils do not make equally good progress across all year groups and subjects.
- Inspection evidence shows that pupils' progress is improving, irrespective of their needs or talents, but it is not yet good enough in all classes. This limits their attainment in reading, writing and mathematics.
- Progress across Years 1 and 2 is variable in writing and mathematics. By Year 2, pupils are able to write in a variety of different styles, such as a persuasive argument, and use good vocabulary. Other aspects are not as good. For example, pupils do not always write neatly and spell accurately, and their written work can be difficult to understand.
- Year 2 pupils calculate accurately, but find it difficult to explain the reasoning behind their answers. They do not confidently use their skills when solving problems without advice from adults.
- Pupils make good progress in reading in Years 1 and 2. Phonics is taught well in these year groups, with pupils achieving average results in the Year 1 phonics check. By Year 2, pupils' attainment in reading is above average.
- Because too little attention is paid to the teaching of phonics in the older year groups, the lower attaining pupils do not make good progress in reading. Attainment in reading is not improving as well as in Years 1 and 2 and remains average as a result.
- Progress in writing has improved in Years 3 to 6 overall. However, attainment is only average by the time pupils reach the end of Year 6 because they are still making up for gaps in their knowledge from previous years.
- Achievement in mathematics remains good, as it was at the time of the last inspection. Attainment continues to rise, with more pupils now exceeding the levels expected for their age than previously. By Year 6, pupils confidently use their secure calculation skills when working with statistics, when measuring, and in problem solving.
- Reception children's achievement has improved well since the previous inspection. On entry, most exhibit skills typically below those seen at this age. They make good progress and the majority reach a good level of development by the end of the year. Children are well prepared for the work in Year 1.
- The most-able pupils consistently reach levels above those typical for their age. However, although their progress has improved, it is not yet good enough in reading, writing and mathematics because teachers do not always provide them with sufficiently challenging work.
- The achievement of the very small minority of pupils from different ethnic backgrounds matches that of their classmates. This is also true of pupils who speak English as an additional language.
- The achievement of disabled pupils and those who have special educational needs has improved, but is not yet good because work is not always well matched to their needs.
- Pupils from military families achieve as well as their peers. Their progress in reading has improved well due to increased homework activities.
- Disadvantaged pupils achieve well from their starting points because the group and individual activities provided are very well tailored to meet their needs. Last year they were a year behind other pupils in mathematics and two terms behind them in reading and writing. When compared to their classmates, they were also a year behind in mathematics, but only a term behind in reading and writing. This year their current attainment shows they have closed the gap well and they are on course to be no more than a term behind their classmates and other pupils nationally in any subject.

The early years provision is good

- On entry, most children have skills below those typical for their age. Some aspects of their personal, social and emotional development and communication, reading and writing skills are weak. Good progress in all areas of learning helps the majority of children to reach a good level of development, although only a very small minority exceeds this level.
- Phonics teaching is well structured and children systematically build on their skills, making good progress in reading. Children's writing skills have improved well. Children enjoy writing simple sentences, although not all children form their letters correctly.
- Most children count to 20 and are starting to count in twos and tens. They know what number is one more or less than another.
- Strong support is in place to develop children's social skills, although some still find it difficult to work with little teacher direction. A small minority finds it hard to persevere on their tasks. In practical, energetic and exciting activities, for example Funky Fingers, all children stay focused and learn well because of their great enjoyment.
- Children learn to work effectively with others and develop good relationships. Their behaviour is good, although occasionally children call out to others, distracting them from learning.
- Adults take good account of children's safety and well-being when planning activities. Children learn how to look after themselves, for example in knowing how to use tools safely.
- Teaching has improved considerably since the previous inspection and is of a good quality. Well-planned activities ensure children make good progress. Effective questioning encourages children to understand what they learn. Positive relationships with adults help encourage children's good attitudes to learning.
- Leadership of the early years is good. Considerable effort has been devoted to improving children's learning activities since the previous inspection. Effective relationships have been forged with parents to help support their children's learning.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116336
Local authority	Hampshire
Inspection number	462652

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	404
Appropriate authority	The governing body
Chair	Kerry Beel
Headteacher	Karen Russell
Date of previous school inspection	4–5 December 2013
Telephone number	023 92584048
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