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20 November 2015

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

Dear Mrs Russell

**Requires improvement: monitoring inspection visit to Newtown Church of England Primary School**

Following my visit to your school on 5 November 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in May 2015. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order to become a good school.

**Evidence**

During the inspection, I met with you, other leaders and two governors, including the Chair of the Governing Body. I also held a telephone conversation with a representative of the local authority. I observed pupils' behaviour in lessons and during break times. I visited classrooms, spoke to pupils, scrutinised work in pupils' books alongside leaders in the school and evaluated the school improvement plan.

## **Context**

Since the inspection in May 2015, there have been a significant number of changes to the teaching staff. Nine teachers have left the school. All of these vacancies have been successfully filled. A new Chair of the Governing Body has been appointed.

## **Main findings**

You have taken effective action to ensure that the areas identified at your last inspection are being addressed effectively. You have robustly tackled inadequacies in teaching and recruited wisely. Rightly, you have ensured that senior staff have appropriate time and resources to drive improvement. Leaders' coaching for newly qualified teachers is improving their teaching quickly. You have widened partnership arrangements so that staff benefit from observing good practice in other settings. This has increased the effectiveness of middle leaders and teachers across the school.

Teaching is stronger now. New teachers have made a positive start because their induction programme is led well by senior leaders. Leaders provide regular feedback to staff. Pupils benefit from consistently stronger teaching in every year group. Teachers expect greater focus and engagement from pupils in all lessons. Pupils' work in books shows improved pride in their achievements. Pupils are encouraged to make corrections quickly and their subsequent work is more accurate as a result.

Information for parents about pupils' progress and the way in which the school supports behaviour is more regular and useful. Leaders have established new opportunities, such as 'project outcome' events, for parents to learn about the work of the school and celebrate pupils' achievement. A new behaviour policy is in place, and adults now support pupils' behaviour in lessons and during lunchtimes consistently well. Pupils' experiences at break and lunchtimes are improving because of helpful changes, such as the introduction of pupil play leaders and organised games. Pupils report that they enjoy their playtimes more now.

All governors now participate in regular training to increase their skills. Governors seek parents' views and have established a new parents' forum to involve parents more widely in improvements. This has increased parents' participation in the school.

While governors are clear about the key priorities for improvement, the school's action plan does not set out clearly enough the key barriers to moving the school to good. Governors now make checks more regularly so that they know whether new initiatives are effective; this is raising teachers' performance at all levels. However, the proposals in the school's action plan are not linked consistently to the measurable impact they will have on pupil outcomes. As a result, governors are not able to use the plan to hold leaders strongly enough to account.

Ofsted may carry out further monitoring inspections and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

Leaders have made good use of the effective support provided by the local authority. As a result of regular support for leaders of English and mathematics, the quality of the checks they make has improved. The local authority visits the school regularly to monitor the school's progress and to make sure that improvements are being made quickly enough.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Hampshire County Council. This letter will be published on the Ofsted website.

Yours sincerely

Abigail Wilkinson  
**Her Majesty's Inspector**