



Newtown Church of England Voluntary Controlled Primary School

Inspection Report

Unique Reference Number 116336
LEA Hampshire LEA
Inspection number 279794
Inspection dates 13 October 2005 to 14 October 2005
Reporting inspector James Crompton AI

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

Type of school	Primary	School address	Queen's Road
School category	Foundation		Gosport
Age range of pupils	4 to 11		Hampshire PO12 1JD
Gender of pupils	Mixed	Telephone number	02392584048
Number on roll	383	Fax number	02392587822
Appropriate authority	The governing body	Chair of governors	Ms Jane Wallington
Date of previous inspection	10 July 2000	Headteacher	Mr M Prince

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This large school serves the north of Gosport. The neighbourhood is mixed, with some affluent areas, but the degree of deprivation locally is high. The vast majority of pupils are white with a United Kingdom heritage. As they start in reception, children's early language and numeracy skills are poor. Across the school, a large number of pupils have special educational needs.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school providing high quality care and support for its pupils. Consistently good teaching means that children make very good progress from a low start. Under the excellent leadership of the headteacher and deputy, all staff share a common sense of purpose. They work extremely hard to ensure all pupils do as well as they can. Every opportunity is taken to promote children's self-esteem and love of learning. As a result, they develop mature attitudes; they are enthusiastic, kind and considerate. Excellent self-evaluation procedures mean that the school has an accurate view of itself. For example, among its considerable strengths, the school is aware that pupils are not making quite the same progress in mathematics as in other subjects. There is no complacency, but a constant drive for improvement. All involved pull together, which has led to significant improvements since the last inspection. There is an excellent partnership with parents and they hold the school in high regard; as one wrote, 'This school is amazing' and another, 'I wish all schools were like this'. Several similar comments reflected the inspectors' view that the school provides very good value for money. Its capacity to improve is excellent.

What the school should do to improve further

* Improve the progress that more able pupils make in mathematics

Achievement and standards

Grade: 2

Pupils achieve very well through the school. In the reception classes they soon adapt to school life and develop good social skills. They do well in practical areas, such as creative and physical development. Although they make good progress in language and mathematics, many children do not reach the expected standards by the end of reception because of their very low starting point. Learning progresses at a good rate in years 1 and 2 and by the end of year 2 standards match those achieved nationally. Children's reading moves on especially rapidly and their attainment compares very well with national averages. Their confidence in reading provides a very good base for work in other subjects as pupils move from Year 3 to Year 6. This is evident in pupils' performance at the end of Year 6 where they reach at least average standards in English, mathematics and science and do better than those in similar schools. Pupils' progress in writing is particularly significant. Good work was seen also in information and communication technology (ICT), and art and design. Due to the high quality of support they receive, many children with special educational needs achieve the expected levels by the end of Year 6. More able pupils also do well, particularly in English and science where a large number achieve very good standards. Although the proportion of these pupils reaching the higher levels in mathematics is average, they do not achieve as well as in English and science. The school is looking closely at teaching and learning in this subject in order to address this issue.

Personal development and well-being

Grade: 1

'Newtown is such a fun place to be!' This comment by a pupil reflects the views of the inspectors. Children really enjoy school; they are friendly, polite and helpful and show a willingness to learn. This is the result of the school's excellent strategies for promoting good behaviour and positive attitudes. Pupils' spiritual, moral and social development is very good, although their awareness of cultural diversity in Britain could be better. Pupils get on very well with one another; they behave well in lessons and around the school. They willingly take on a wide range of responsibilities and contribute much to the life of the school. This is due to the exemplary way in which self-esteem and pride in the school are promoted. Inspectors saw this first-hand during the end-of-week assembly where all members of the school community, including parents, joined in to celebrate children's achievements. The school enables pupils to understand and adopt healthy lifestyles by providing water, daily fruit and healthy lunches and by promoting active participation in games at break times. By the time the pupils leave school their good communication skills and social skills, together with competency in literacy, numeracy and ICT skills have prepared them well for the future.

Quality of provision

Teaching and learning

Grade: 2

The reason that pupils make very good progress through the school is the consistently good quality of the teaching. From the start, in the reception classes, children respond very positively to teachers' high expectations. Across the school, teachers are especially good at sustaining children's attention and motivating them to work hard. Many pupils are lively and demanding but teachers successfully channel their energies by providing interesting practical activities and using their considerable skills in managing behaviour. Assessment procedures are excellent and because work is carefully matched to pupils' abilities; they experience success and this adds to their self-esteem and confidence. Consequently, teachers set ever more challenging tasks in the knowledge that pupils will tackle them willingly. The excellent relationships which underpin classroom activities mean that pupils are confident enough to ask questions when they are uncertain about something. Teaching assistants work in close partnership with teachers. They are well trained and this enables them to make a very valuable contribution to children's learning and personal development.

Curriculum and other activities

Grade: 2

The school provides a wide range of interesting activities for its pupils. The curriculum is regularly reviewed to ensure that the personal and academic needs of all pupils are met. Many enrichment activities add further interest and enjoyment to pupils' learning. Good use is made of visits to broaden their experiences and a wide range of clubs

extends their learning. Children learn about different cultures in geography and religious education lessons but opportunities to learn about cultural diversity in Britain are limited. The school's sporting traditions fully encourage co-operation and physical exercise, and teaching about health and safety is very strong. The school is making links between subjects to draw on different skills and make learning more purposeful. For example, historical studies on World War II draw well on pupils' literacy, research, communication and computer skills.

Care, guidance and support

Grade: 1

'I cannot praise the school enough for what they have done for him.' This comment by a parent sums up the exemplary care the school provides for its pupils. Children know that adults care for them and have their well-being at heart. All staff provide excellent role models and children's confidence and growth of self esteem is nurtured through out the school. The school monitors pupils' academic and personal development rigorously and there is excellent liaison with other agencies when necessary. Pupils' records of achievement which they compile with their teachers are exemplary and show how each individual child is valued. Support for vulnerable pupils is outstanding. The school provides assistance for children and their families at various levels; an example of the exemplarily way the school has built up an extremely close partnership with parents. This was a common theme of the parental comments, summed up by, 'Everyone at the school from headteacher to dinner staff work together with parents to provide a happy, caring environment'.

Leadership and management

Grade: 1

The head teacher and deputy head teacher provide outstanding leadership and management for the school. One parent commented that 'their professional care and support is a credit to them and the school'. They are very ably supported by other managers. The school's vision is extremely well focused on promoting both personal and academic development. It has very successfully tackled the issues of negative attitudes and behaviour reported at the last inspection. Pupils now behave well, make good progress and are rightly proud of their achievements. The daily management of the school runs so smoothly that it leaves time for senior managers to work on maintaining the sort of happy learning community they want. Staff morale is extremely high; all feel valued and supported in their work. The school's self-evaluation is very accurate and clearly identifies strengths and areas for further development. For example, recent improvements in writing were the result of careful analysis of achievement and subsequent support for teachers in building on pupils' existing attainment. Monitoring systems are first class. They lead to improvements in teaching and learning and ensure that all pupils have full and equal access to the curriculum. The progress made by pupils is very carefully checked. Where underachievement is identified, it is strongly supported. The provision for pupils with special educational needs is extremely well managed. Links with parents are very strong. The school actively

promotes their involvement in the life of the school and their children's learning. The governing body gives its whole-hearted support to the school. Governors recognise the school's particular strengths; they contribute to improvement planning and ensure that statutory requirements are fully met. Finance is very carefully controlled. The school uses its accommodation and deploys its resources very well to support all pupils in their learning.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

It was a real pleasure to visit your school last week. Thank you for making the inspection team so welcome. You told us how good you think the school is and we agree with you but we think that it is outstanding. We especially like the way everyone gets on with one another, for example, when all the school gathers for the Friday assembly.

You obviously enjoy most lessons and we saw that teachers try to make them as interesting as possible. It's good that you pay attention and work hard because this means that you learn more and more as you move through the school. Your reading and writing are particularly good but we know that some children find mathematics a bit harder. If you continue to try hard in numeracy lessons, we are sure that you will improve. It was good to see displays of your work in other subjects, such as those in the computer room. Photographs around the school show that you take part in lots of fun activities outside lessons. It's no wonder that you like coming to school!

Mr Prince and Mr Nicholls showed us some of your records of achievement. We loved seeing examples of your work right through the school and we're in no doubt that you and your parents will treasure them when you leave.