



# Newtown CE Primary School

Inspection report

**Better  
education  
and care**

Unique Reference Number 116336  
LEA Hampshire

Inspection number 279794  
Inspection dates October 13 and 14 2005  
Reporting inspector Rob Crompton

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

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Type of School	Primary School	School address	Queens Road
School category	Foundation		Gosport
Age range of pupils	4 to 11		Hampshire
			PO12 1JD
Gender of pupils	Mixed	Telephone number	0239 258 4048
Number on roll	383	Fax number	02392 587822.
Appropriate authority	The governing body	Chair of governors	Jane Wallington
Date of previous inspection	10 – 14th July 2000	Headteacher	Matthew Prince

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<b>Age group</b>	<b>Published</b>	<b>Reference no.</b>
4 to 11	October 2005	279794

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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

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## Overall effectiveness of the school

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.

### Grade: 1

### What the school should do to improve further

- Improve the progress that more able pupils make in mathematics

## Achievement and standards

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

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school is looking closely at teaching and learning in this subject in order to address this issue.

## **Grade: 2**

### **Personal development and well-being**

“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.

## **Grade: 1**

### **Quality of provision**

#### **Teaching and learning**

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.

## **Grade: 2**

### **Curriculum and other activities**

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.

## **Grade: 2**

### **Care, guidance and support**

"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".

## **Grade: 1**

### **Leadership and management**

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

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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.

**Grade: 1**

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## Inspection judgements

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

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

### Achievement and standards

<b>How well do learners achieve?</b>	<b>2</b>	
The <i>standards</i> <sup>1</sup> reached by learners	<b>3</b>	
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	<b>2</b>	
How well learners with learning difficulties and disabilities make progress	<b>2</b>	

### Personal development and well-being

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

### The quality of provision

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

<sup>1</sup> 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

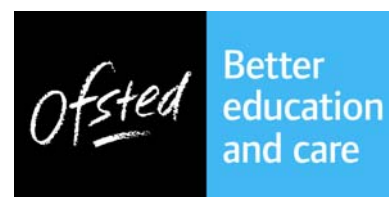
<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>1</b>	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>1</b>	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	<b>1</b>	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	<b>1</b>	
How effectively and efficiently resources are deployed to achieve value for money	<b>2</b>	
The extent to which governors and other supervisory boards discharge their responsibilities	<b>2</b>	
The adequacy and suitability of staff to ensure that learners are protected	<b>Yes</b>	
Does this school require special measures?	<b>No</b>	
Does this school require a notice to improve?	<b>No</b>	

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

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Newtown CE Primary School  
Queens Road  
Gosport  
Hampshire  
PO12 1JD

17th October 2005

Dear Pupils

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.

Yours sincerely

Rob Crompton  
Lead inspector



# Newtown Primary School After School Club

Inspection report for early years provision

<b>Unique Reference Number</b>	110351
<b>Inspection date</b>	13/10/2005
<b>Childcare inspector</b>	Lisa Jane Cupples

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<b>Setting address</b>	Queens Road, Gosport, Hampshire, PO12 1JD
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<b>Telephone number</b>	023 92584048
<b>E-mail</b>	
<b>Registered person</b>	NEWTOWN SCHOOL
<b>Type of inspection</b>	Care
<b>Type of care</b>	Out of School care

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## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding:* this aspect of the provision is of exceptionally high quality

*Good:* this aspect of the provision is strong

*Satisfactory:* this aspect of the provision is sound

*Inadequate:* this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good.  
The registered person **meets** the National Standards for under 8s day care and childminding.

## WHAT SORT OF SETTING IS IT?

Newtown School After School Club is set in Newtown Primary School, Gosport and is run by a manager who reports to and is employed by the school's board of governors. It opened in 1998 and serves children who attend the school only. It is registered to provide out of school care for a maximum of 30 children under 8 years of age, children over the age of 8 may also attend. The breakfast club is registered for 24 children and operates from two adjoining rooms in the school. The after school club is registered for 30 children and has the use of the school hall. Both facilities have the use of school grounds for outdoor play.

There are currently 63 children on roll, at present there are no children attending who have special educational needs or speak English as an additional language. Staff are employed to maintain a ratio of 1:8 for children under 8 years of age. There are 6 members of staff employed on a part time basis, 3 of whom hold relevant child care qualifications. There are 5 members of staff currently completing a level 2 play work course.

The breakfast club operates from 07:45 until 08:45. The after school club operates from 15:00 until 17:15, both are open from Monday to Friday during term time only.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn the importance of good personal hygiene through daily routines and discussions, for example children wash their hands at appropriate times and understand the reasons why, often talking about 'germs'. Good hygiene procedures are implemented effectively by all staff, ensuring the children are protected from the possible spread of infection.

Children are healthy because staff have a clear understanding of the procedures for recording accidents and medication, however some records are not signed by the parents to acknowledge that they have been fully informed. The provider ensures a member of staff who holds a relevant first aid certificate is on site at all times, this ensures the children will receive immediate treatment if an accident occurs, helping to keep them healthy. A fully stocked first aid kit is kept in the main hall and all children and staff know where it is, making it easily accessible in an emergency.

Children benefit from a healthy diet because the setting provides a wide range of healthy and nutritious snacks at tea time. Children talk about the types of foods they enjoy and are good for them. When healthy eating was first introduced the staff and children had discussions and suggested ideas about what type of food they would like, this helps the children to feel involved and develop their understanding of healthy eating.

Children understand the importance of a healthy lifestyle through discussions and daily routines. Children have access to the school grounds daily and have ample opportunities to develop and practice their gross motor skills. Children enjoy many sports activities such as football, rounders and tennis. Staff ensure the children are fully supported during their outdoor activities and supervision is good. Children use a wide variety of equipment when playing outside and are able to choose the activities, increasing their freedom of choice and independence well.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children benefit greatly from an extensive range of activities and resources, which are suitable for the age and stage of children who attend. Staff set up activities before the children arrive and also allow the children to choose additional activities and resources from the storage cupboards. This develops the children's decision making skills effectively. Staff check the equipment and resources daily as they are set up and packed away, any broken or damaged items are discarded and replaced as soon as possible, providing a safe play environment and range of resources for the children.

Children are protected because the building is secure and all visitors gain access through the main school reception where they are required to sign the visitors book. All outdoor play areas are protected by fencing, making them secure and inaccessible to the public, keeping the children safe. Outdoor play is extremely well supervised and staff are vigilant, gently reminding children of the rules, for example, to be aware of others when riding the scooters and informing the staff team if they are going back into the hall. Children learn about keeping themselves safe through discussion and routines, for example, they know what to do if the fire alarm sounds and have a clear understanding of the group rules.

Children are safe because all staff have a very clear understanding of child protection procedures. They would recognise the possible signs of abuse and they record all existing injuries. The staff team work closely with the school and any incidents or accidents that occur during the school day are passed on to the after school team, helping to keep the parents informed. Written child protection policies and procedures are shared with parents, ensuring they are fully aware of the systems in place to protect their children.

## **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children benefit from the good organisational skills of the staff team, they all arrive before the children to set up the room and the sessions activities. Children are able to freely access resources from around the room. They self-select activities and show high levels of independence, which is actively encouraged by all staff. They are extremely eager to try new things and enthusiastically participate in the extensive range of activities on offer. Children thrive in this inspiring environment because they are fully engaged in a vast array of activities and are able to make decisions, building their self-esteem. They are actively involved in the organisation of the activities and really 'own' the club. They are extremely proud of their achievements and excitedly tell visitors about all the interesting things they have been doing. Children are happy and settle quickly on arrival, talking openly about their own experiences. Staff know the children well and are able to ask open-ended questions, encouraging the children to share their ideas and thoughts with confidence.

Children have many opportunities to use their imaginations well during their time at the setting. They dress-up and pretend to be a variety of characters. They become wolves, batman and princesses, interacting well with each other throughout the session. They choose theme weeks and make clothes and resources to develop and extend their ideas. Children are able to create their own ideas and the staff support their creativity fully, providing additional resources, helping with more difficult projects and participating fully, encouraging and praising the children throughout. Staff are enthusiastic and provide a stimulating and exciting environment for the children. They find innovative ways to engage the children and help them to become more involved. Children feel their ideas and suggestions are valued and they enjoy making decisions and taking responsibility for themselves.

### **Helping children make a positive contribution**

The provision is outstanding.

Staff get to know each child well and they develop strong relationships because the staff take the time to listen to the children. They respond well to their needs, for example, listening carefully to both sides if an incident occurs and ensuring both children are satisfied with the outcome. Children are treated as individuals and feel important and respected because they are listened to and valued as part of the group. Their ideas and suggestions are taken seriously and staff ensure they are followed up, valuing each child's contribution. Children respond well to one another, often telling jokes, laughing and chatting well together. They share and take turns with no encouragement, showing consideration for others and helping each other whenever they can. Staff have experience of working with children who have special educational needs. Strong links are in place with the school and parents to ensure the care and strategies used are consistent and benefit the child concerned.

Children behave extremely well and are polite to others because they know exactly what is expected of them. Staff implement the clear rules and boundaries consistently. Children learn the difference between right and wrong because staff give clear explanations and take the time to ensure that the children can see they have been treated fairly. Staff are positive role models and continually recognise and praise the children's efforts.

Children benefit greatly from the positive and effective partnership with parents. Channels of communication are strong because parents know the staff team extremely well and are able to talk to them at any time. Staff take the time to get to know the children and their families and involve the parents at every opportunity, for example, by organising family barbeques to further strengthen the good relationships. Parents are extremely happy with the service provided and enjoy hearing about the exciting activities and events from their children. Parents have access to the settings policies and procedures and receive newsletters helping to keep them informed.

## **Organisation**

The organisation is good.

Daily routines are organised exceptionally well and run smoothly, enabling the children to fully enjoy their time at the club. The children move freely from one activity to another, never having to wait around. This ensures they are fully occupied, interested and stimulated throughout the sessions, which has a positive effect on behaviour. The ratios are maintained at all times and staff deployment is extremely effective, enabling staff to provide high quality support and supervision for all the children. The setting meets the needs of the range of children for whom it provides.

Clear procedures are in place to ensure all adults are vetted, ensuring children are safe. Children are well protected because all policies and procedures are implemented effectively. Most of the required paperwork and documentation is maintained to a high standard and is readily available for inspection at any time. The daily attendance register is up-to-date and accurately reflects the number of children and staff present. Parents are required to sign their children out and the time is recorded to ensure an accurate record of everyone present is in place at all times, helping to keep the children safe.

## **Improvements since the last inspection**

At the last inspection the setting was asked to develop an action plan detailing how at least half of all childcare staff will hold a level 2 qualification. Half of the staff team now hold level 3 qualifications and 5 members of staff are currently attending additional play work training to further develop their knowledge and understanding.

The setting was also asked to ensure the special needs statement and child protection policy is made available to parents, ensure procedures are in place for uncollected children, update the complaints procedure to ensure it makes reference to Ofsted and ensure Ofsted are notified of any significant events. This has all been addressed effectively and clear procedures are in place, helping to keep the children safe and ensure the parents are fully informed.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person **meets** the National Standards for under 8s day care and childminding.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### ***The quality and standards of the care***

To improve the quality and standards of care further the registered person should take account of the following recommendations:

- obtain parental signatures to acknowledge all entries in the accident records, ensuring they are fully informed.

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