

Newport School

Inspection report

Unique Reference Number	103048
Local Authority	Waltham Forest
Inspection number	336003
Inspection dates	9–10 December 2009
Reporting inspector	Gordon Ewing

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	660
Appropriate authority	Interim executive board
Chair	Mr Liam Donnison
Headteacher	Ms Prue Barnes (Interim Headteacher)
Date of previous school inspection	21–22 October 2008
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 25 lessons, and held meetings with governors, members of staff, and groups of pupils and had informal discussions with some parents. They observed the school's work, including the systems for assessing and monitoring pupils' progress, the work that pupils had produced in their books, the quality of teachers' planning and marking, and took account of the questionnaires completed by 134 parents and carers, 59 pupils and 51 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of the teaching provided for all pupils across the school
- the attainment and progress of specific groups, and especially of more able pupils
- how well assessment is used to ensure that the challenge is right for all pupils
- how effectively the school has responded to the key issues for improvement identified at the last inspection in October 2008
- the effectiveness of the school's leadership and management at all levels in embedding and driving ambition so that outcomes for pupils are secure and improving.

Information about the school

Newport is a larger than average primary school. The large majority of the pupils are of Asian British/Pakistani heritage. The proportion of pupils who speak English as an additional language is high. The proportion of pupils with special educational needs and/or disabilities is above average. Provision for the Early Years Foundation Stage caters for children aged three to five years old with 80 part-time Nursery places and three full-time Reception classes. A new children's centre, managed by the governing body, opened in January 2009 to provide early education opportunities to pre-nursery aged children and family support services. The children's centre was inspected as part of the whole school provision.

When the school was last inspected, it was subject to a notice to improve because the quality of teaching and learning was inadequate and pupils made too little progress. In May 2009 one of Her Majesty's Inspectors visited the school to evaluate the progress made on the issues identified for improvement. At that time, the inspector judged that the school had made inadequate progress in addressing the issues for improvement and in raising the pupils' achievement. The current interim headteacher and her senior management team were appointed in September 2009. In April 2009 the governing body of the school was replaced by an interim executive board.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Children join the Nursery with skills well below those expected for their age. They make good progress because teaching is effective and learning activities are well matched to their needs. The rate of progress falters in Reception because teaching is less consistent and children's needs are less well met. Over the last three years, as pupils move through the school to Year 6, levels of progress and attainment in English, mathematics and science have steadily deteriorated to well below average. Since the appointment of the interim headteacher the school has made some impressive improvements. Pupils' attendance is now better, their standards of writing are rising and the quality of teaching is more consistent. Pupils are beginning to make more effective progress, particularly the high proportion of those with special educational needs and/or disabilities. However, these improvements are still bedding in so their impact on reversing the history of inadequate progress and declining attainment is not yet secure.

Pupils' behaviour is satisfactory overall. It is often good in lessons but can be rather boisterous at break times. The school and its parents' association now have plans in place to provide constructive play opportunities for all pupils. A few parents expressed concern over behaviour and incidents of bullying. However, pupils confidently informed inspectors that behaviour is improving and, when bullying occurs, the staff respond swiftly and effectively. Consequently, pupils feel safe, clearly enjoy school and are part of a cohesive, multicultural community. In recent months, punctuality and attendance have improved significantly to levels broadly in line with the national average. The school's effective 'no tolerance policy' on taking holidays in school time and improved gate security have the support of the vast majority of parents. Pupils have a good understanding of how to lead a healthy lifestyle and are beginning to play an increasingly active role within the school community, for example as members of the school council. Pupils' moral, social and cultural development is good and their spiritual development is outstanding. They are very reflective about their place in society, how faith is important in establishing codes for life and the importance of living in a cohesive community. Pupils are not prepared adequately for their future economic well-being because their key skills in

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literacy and numeracy are not being developed quickly enough.

The quality of teaching was judged inadequate when an inspector made a monitoring visit in May 2009. Improvement is evident. Teaching is now broadly satisfactory and the frequency of inadequate lessons has dropped dramatically. This is directly due to the rigorous and robust weekly monitoring and evaluation of teachers' planning, learning in classrooms and the scrutiny of pupils' work, which are undertaken by the increasingly effective senior leadership team. Lessons are now well structured and focused on key learning objectives. Teachers are more confident in their questioning of pupils and in encouraging discussion through the use of 'talk partners'. The new tracking system is excellent and provides teachers with rich data on the progress of each pupil. It sets out clear expectations for raising attainment and improving pupils' achievement. However, teachers are not yet confident in using this information effectively to ensure that day-to-day planning meets the needs of all pupils, especially the more able. Opportunities are frequently missed to challenge and stretch pupils consistently and, too often, pupils are treated as passive rather than active learners. Although teachers' marking is positive and corrective, it rarely provides pupils with effective and concise guidance on how to improve their work. As a result, their independent learning skills are under-developed and pupils are not confident about their learning targets.

The satisfactory curriculum meets statutory requirements. A range of visitors, visits and residential trips complements the curriculum well. The care, guidance and support of pupils are sound. Improvements in behaviour management and in the support given to vulnerable pupils and those with special educational needs and/or disabilities are beginning to pay dividends and so progress for these groups is becoming more sustained.

The new senior leadership team, led by the very effective interim headteacher, works seamlessly and with vigour to ensure that the school is moving forward positively on a number of fronts. The team has a secure grasp of the school's strengths and weaknesses and is working tirelessly to turn the school around. These senior leaders are well focused and many aspects of their work are having clear impact on the quality of provision, but it is too early to gauge whether these notable improvements are bringing about a secure and unequivocal impact on achievement. Middle managers are now more closely held to account for the pupils' attainment and progress. The interim executive board is working effectively alongside the new senior leadership team and is using members' broad range of relevant experience and skills to hold the school's leadership rigorously to account. The new leadership team has not had sufficient time to establish a clear and explicit track record of success. However, indications of recovery are now evident in key areas of improvement.

What does the school need to do to improve further?

- Raise standards and achievement in English, mathematics and science by:

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- improving teachers' understanding of age-related learning expectations so that lesson planning is closely matched to the needs of all pupils and their progress is accelerated
- Ensure that pupils, especially the more able, clearly understand targets which offer greater challenge, and which lead to higher attainment.
- Improve the quality of teaching and learning by:
 - ensuring that all teachers securely understand and apply those components of good teaching that are based on sound assessment
 - developing teachers' understanding of how to use assessment information to accurately track learners' progress so that lesson planning builds effectively on prior learning.
- Improve teachers' marking and next step guidance by:
 - developing more consistent strategies in marking pupils' work so that pupils know how to move their learning forward with greater confidence and independence
 - sharing existing good practice and using rigorous monitoring to identify and eradicate ineffective practice.

Outcomes for individuals and groups of pupils**4**

Levels of achievement in the past have been inadequate because poor teaching has failed to ensure that all pupils make effective progress. Since September 2009 the consistency and rate of pupils' progress have begun to improve due to a whole-school initiative to address the widespread weaknesses in teaching and assessment. Consequently, rates of progress are improving and pupils are beginning to make up the lost ground of previous years. However, this is a recent development and much more needs to be done to establish a clear pattern of sustained impact. The newly introduced assessment system is good and teachers are now better informed of the levels of performance of all groups of pupils. Although this information is not yet used to its full potential by all teachers, there are clear areas where its effective use is leading to better outcomes for some pupils. For example, key staff have quickly introduced focused strategies to boost the learning of pupils with special educational needs and/or disabilities. The rates of progress for these groups are now beginning to increase rapidly. The new initiative to develop pupils' writing is really paying early dividends. The daily 'Writing Journal' project has had clear impact on the quality and quantity of pupils' writing and shows significant improvement in the standards of writing over a relatively short period of time.

Pupils enjoy their responsibilities and the school recognises that there exists even greater capacity to involve them in the future development of the school. Racist incidents are rare and behaviour is improving as the new initiative to 'Stay on Green' is taking hold. Pupils understand about personal safety and recognise the dangers of smoking, alcohol and using the internet. Pupils, through activities such as 'talk partners', have strong team-working skills and are developing into responsible young

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citizens. However, their preparation for adult life is hampered by low levels of basic skills in literacy and numeracy.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils’ attainment ¹	4
The quality of pupils’ learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils’ behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account:	
Pupils’ attendance ¹	3
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

The frequency of inadequate lessons has reduced significantly since September and the quality of teaching is now satisfactory, overall. This is because endemic weaknesses are being rigorously addressed. Pupils’ learning experiences are improving and so better progress is being made. Teachers’ planning is becoming more precise and focused on clear learning objectives. However, assessment data are not used consistently to ensure that activities challenge pupils of all abilities. Teachers are determined to improve their practice and are working hard to respond to the high expectations set by senior leaders. In an outstanding lesson, pupils learned how to cooperate very effectively while constructing a puzzle. They posed focused questions and displayed excellent levels of engagement. Learning was sequential and well paced. The teacher’s use of praise and timely intervention ensured that all pupils achieved the task really well. By contrast in some other lessons teaching was much less effective because questioning was unfocused and poorly timed. As a result, pupils were confused about the task and had no clear idea of what the teacher expected of them.

The curriculum is broad and balanced. A good range of enrichment activities complements the satisfactory provision in lessons. More opportunities are being provided for pupils to learn through first-hand experience. Particular projects, such

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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as ‘Cities Stories’ where Year 5 pupils work with authors and artists, provide added stimulus and relevance. Pupils commented positively that, ‘Lessons are more interesting now’. The curriculum takes account of the different ethnicities that form the school and engagement with the school community is strengthening through very popular events such as Black History Month. The school has undertaken a review of the curriculum and there are now good systems in place for further development, the impact of which has yet to be seen.

Systematic identification and support for the most vulnerable pupils has recently triggered effective strategies that better meet their needs both socially and academically. Improvements in behaviour management are successful in helping pupils to accept responsibility for their actions and good links with external agencies ensure that particular families receive appropriate and valued support.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account:	
The use of assessment to support learning	4
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

A positive culture of improvement now pervades the school and staff morale is strengthening as the new school leadership tackles underachievement with vigour. The interim headteacher provides excellent leadership. Systems are now established to strategically build the capacity for secure and sustained improvement. As one parent commented, ‘There has been a huge improvement since last year’. Key policies are now in place. These effectively communicate a clear vision for the whole school and high expectations for all. Weekly monitoring and evaluation of teaching and learning are rigorous and feedback is frank and accurate. Teachers themselves report that teaching is improving as a direct consequence of the school’s astute focus on day-to-day planning, assessment and marking. It is still early days and the school’s capacity for sustained improvement is not yet proven, even though much has been achieved in a short time. Excellent relationships across the school are securing high levels of commitment from the vast majority of stakeholders. Middle managers are now experiencing increased responsibility and training so that accountability can be shared more widely across the school. Governance by the interim executive board is good. Its members have a clear grasp of the school’s strengths and weaknesses and are robust in holding the school’s leader to account. Fortnightly meetings are geared to ensure that regular progress reports on key issues are provided. Additional external expertise is sought to verify the school’s judgements on progress against the targets set out in the excellent school development plan. In particular, the focus on improving teaching and learning is

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paying early dividends as weaknesses are now being remedied. Procedures for safeguarding are sound and strategies for safe staff recruitment are comprehensive and robust. The school endeavours to promote equal opportunity but the history of inadequate challenge in lessons, especially for more able pupils, is placing most pupils at a disadvantage as they do not achieve as well as they could. As a community the school is cohesive and harmonious. As one parent commented, 'It's a school where all faiths get on well'. The engagement of parents through new initiatives such as the 'Parents' Forum' is beginning to foster a greater community spirit and parents report positively on the quality and frequency of home–school communications.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children enter the Nursery with skills in communication and literacy, and personal and social development that are well below those expected. They make satisfactory progress overall after a good start in the Nursery where the teaching is consistently good. However, children's progress in Reception is hindered because some activities lack sufficient structure or have imprecise learning intentions so children are unsure as to the purpose of these activities. Calm and purposeful learning environments have been created to which children make positive responses and, consequently, they behave well. Planning is improving but more needs to be done to ensure that children's learning needs, especially those of the more able, are effectively met. The very recent introduction of 'Special Books' for each child is focusing teachers' attention very successfully on how individual children are learning. The involvement of parents is leading to more effective support at home. Consequently, children's progress is accelerating as careful observations by staff are shaping next step activities and learning is becoming more sequential and targeted. One clear impact of

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this initiative is that children’s confidence and self-esteem are blossoming. The recently appointed assistant headteacher responsible for the Early Years Foundation Stage has grasped the nettle of underachievement with vigour and significant improvements are already evident in the quality of the provision and the welfare of children. Skilful analysis of the needs of children in the Nursery and Reception classes has resulted in improved planning. Rigorous monitoring of teaching and learning is now bearing fruit. Children’s learning needs are better met and, as a result, rates of progress are accelerating.

The well-managed and organised children’s centre is a very good community resource and is providing a lifeline for many families new to the country. The centre acts as a good stepping-stone to the Nursery and many barriers are broken down so that families engage rapidly and productively with the school. The welcoming environment and popular toy library ensure that parents become partners in supporting their children’s learning. Links with external agencies are well directed in supporting all families to help their children’s first steps into education.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents and carers are happy with the school and the education it provides. Although the large majority of parents believe that teaching is good and their children make good progress, inspection evidence demonstrates that teaching is only satisfactory and it is only in recent months that rates of progress have improved from a low base. A small minority of parents, and just under half of the pupils surveyed, judged that the school did not deal effectively with unacceptable behaviour. Inspection evidence shows that pupils’ behaviour is mostly good in lessons and satisfactory overall. Both pupils and parents interviewed during the inspection commented positively about the school’s new approach to managing poor behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newport School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 134 completed questionnaires by the end of the on-site inspection. In total, there are 660 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	49	61	46	7	5	0	0
The school keeps my child safe	57	43	68	51	6	4	2	1
The school informs me about my child's progress	45	34	81	60	7	5	1	1
My child is making enough progress at this school	30	22	76	57	18	13	4	3
The teaching is good at this school	32	24	81	60	13	10	2	1
The school helps me to support my child's learning	37	28	79	59	11	8	3	2
The school helps my child to have a healthy lifestyle	25	19	83	62	15	11	5	4
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	16	69	51	13	10	6	4
The school meets my child's particular needs	24	18	75	56	20	15	4	3
The school deals effectively with unacceptable behaviour	27	20	73	54	24	18	3	2
The school takes account of my suggestions and concerns	20	15	72	54	20	15	5	4
The school is led and managed effectively	32	24	64	48	23	17	2	1
Overall, I am happy with my child's experience at this school	44	33	62	46	15	11	6	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.



14 December 2009

Dear Pupils

Inspection of Newport School, Leyton, E10 6PJ

Thank you for the warm welcome when we visited your school recently. We really enjoyed observing how you are getting on, visiting lessons and talking with you. We were pleased to see that you are happy at school and get on well together. Your new headteacher and all the staff are really keen to improve Newport School. They recognise that they need extra help to continue to improve teaching and assessment so that you make better progress and improve the standards you achieve. We have decided that the school needs something we call 'special measures'. As a result of this decision the school will receive extra help to make it a better place for learning and inspectors will return in a few months to check on the progress that the school is making.

Newport School helps you to develop as young citizens and we were pleased to see that you are polite and work well in teams. It is clear that you feel safe at school and can make good choices about how to keep healthy. Your attendance and punctuality have improved this term – well done! Your school council is proud of its early achievements and the parent-teacher association is working hard to make your playground a place where you can enjoy more interesting activities. Your school provides you with some interesting activities such as Black History Month and Cities Stories. After-school clubs offer you many chances to socialise and develop other interests.

Until recently, the quality of teaching was not good enough to help you make as much progress as you should. This means that many of you did not do as well as you could in English, mathematics and science. We have asked all teachers to make sure that they plan their lessons well, so that the work set is better matched to your ability. Your teachers have already started to improve the marking of your work. However, we think more needs to be done to help you understand how well you are doing and what steps you need to take next, so that you become more confident to work well on tasks by yourselves.

You all have an important part to play in helping your school improve. We are confident that you will continue to attend school regularly and work even harder in order that Newport School is an even better place for learning. We wish you every success.

Yours sincerely

Gordon Ewing
Lead Inspector

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