

National Society Statutory Inspection of Anglican Schools Report

Newtown Church of England Voluntary Controlled Primary School

Queens Road,
Gosport ,
Hants
PO12 1JX

Diocese. Portsmouth

LA . Hampshire

Dates of inspection. May 18th 2009

Date of last inspection. 16th/17th January 2006

School's Unique reference number. 116336

Name of Headteacher. Mr. Matthew Prince

Inspector's name with National Society inspector's number. Harry Kirby 26

School context

Newtown CE Primary is a large primary school in the town of Gosport. It serves a socially mixed area including some parts with high levels of deprivation where a significant number of children and families have a high level of social/emotional needs. The school is housed in a modern building built in 1998.

The distinctiveness and effectiveness of Newtown C.E. Primary as a Church of England school are good.

Newtown Church of England primary is a good church school where learners' self-confidence, self-esteem and a sense of worth are developed through Christian principles. A caring place where there is an enthusiasm for, and dedication to, inclusion.

Established strengths

- Vision and dedication and Leadership of the Headteacher, supported by staff and governors.
- Mutually supportive links with the local church and wider community.
- Commitment to ensure inclusion of all learners.
- Caring ethos based on Christian values.
- Commitment to worship.

Focus for development

- Develop monitoring role of Foundation Governors, including involvement in Church School SEF, to enable them to fulfil the role of "critical friend".
- Develop the range and format of prayer, including identifying opportunities outside of "normal" worship. Consider incorporating school-based Eucharist service.
- Formulate SMSC policy to ensure whole –school consistency in developing learners' spirituality.
- Make the school's Christian foundation more overt in school brochure, headed notepaper, website etc.
- Explore ways to involve parents in school-based worship.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners is outstanding.

Grade 1

Learners in the school feel valued, trusted and special Their view of the school is that “It’s “brilliant” and “It gives us a warm feeling inside”. This is achieved by the school giving learners a wide range of opportunities for leadership and teamwork, supported within by its caring, Christian ethos. Learners are trained as First Aiders to treat minor ailments of their peers; they help younger children in the dining room; they prepare the hall for worship; they were involved in the appointment of the new Deputy Head. All classes are represented on the School Council. Learners know that their deliberations are taken seriously and decisions acted upon. They identified the need for the Gazebo, playground benches and “chill-out” zones. All are now in place. Stakeholders in the school treat each other with courtesy and respect. “Our teachers respect us and we respect them.”; “ We find a bond with our teachers.”; “We have our rights...We can say yes or no, teachers don’t force things on you.”; “We’re all one together”. Achievements of learners are celebrated in displays around the school, on the school website and also in a vast range of screened photographs. There is a wide range of after-school clubs including a breakfast club, aimed at meeting the needs of all learners. An indication of the school’s commitment to inclusion is the employment of a “Home-School” worker. She uses her multifaceted skills to support families as they need advice re-parenting skills, learners as they encounter emotional/behaviour difficulties, she links parents with appropriate outside agencies, and runs a range of lunchtime activities to meet the needs of learners. The LA recognises the school’s success in integrating learners who have “failed” elsewhere. The Christian ethos is not limited to being shown just within the school site, it shows in the school’s outreach as it supports a wide range of charities including Barnardo’s, (£1500), Children in Need, local “care home”, Oxfam, and raising funds for a roof for a school in Africa.

The impact of collective worship on the school community is good

Grade 2

Learners are well aware of the school’s Christian foundation through its acts of worship, displays of Christian festivals, participation in church worship and involvement of local Clergy in school life. They value the various formats of worship and recognise that their needs are being met through the forms of worship. They enjoy the singing inputs of the vicar-led worship. There is a combination of whole- school, separate infant and junior, and class-based worship. Circle-time is used in classrooms as a means of delivering worship and allowing time for reflection. As learners entered the hall for the observed Act of Worship, they were quiet, orderly and prepared for this special event. Even the length of time, to enable 411 pupils and approximately 25 staff to assemble in a crowded hall, did not break the atmosphere. Lights were dimmed, pictures of the Apostles at Pentecost were projected on a screen, a cross was in the front and a candle was lit. The opening prayer welcomed the presence of Christ. The worship policy is regularly reviewed by the staff, Clergy and Governors. Themes are established for each half term, based on Christian Festivals, supported by SEAL material. Learners value the way that the theme introduced at the beginning of the week is consolidated and continued through the week. The LA uses the school as a role model for the use of the SEAL programme. It is also recognised as a centre of excellence for RE., which is illustrated by the wealth of resources, attention to detail in planning, inspired by the enthusiastic RE manager. Learners consider that worship gives them time to reflect and recognise that “there is usually a message at the end of it.” They enjoy the regular visits to Church worship at Christmas for the Christingle Service, Easter, Harvest and Leavers’ Service. They lead these events and are involved in the planning. They recognise the role RE has in complementing Worship themes. Through Christian greetings and responses, alongside such things as the imposition of ashes on Ash Wednesday, Leavers’ Service and workshops at the Cathedral, learners develop a good understanding of Anglican faith and practice. Worship guides learners in the way to behave towards others. It is reflected in the respect and care shown by all to each other. “We all count as equals, no matter what the colour of our skin”, “We’re all different.”, “We’re one altogether”, “Worship changes our minds about things, it changes how you think”.

The effectiveness of the leadership and management of the school as a church school is good

Grade 2

The Headteacher has the key role in developing the distinctive Christian vision for the school. He is well supported by Staff, Clergy and Governors, but the “critical friend” role of Foundation Governors, “to encourage and challenge” is not well developed. School documentation rarely publicises and celebrates its Christian heritage and links. All stakeholders feel valued- members of the school community and are well aware that the school is a “church school. New members of staff, as well as new parents and pupils, are in no doubt as to the emphasis on Christian- based caring values. The school has a central place in its local community. Beyond its Church links and previously detailed charity work, learners are involved in ;- art projects with the elderly, projects with the Lady Mayoress, rededication of the War memorial, Brune Park Cluster, and tree planting. Staff and Governors evaluate the school/church links. The desire to develop this relationship is shared by church and school. The school has a notice board in the church to keep worshippers informed about school activities, learners take home the church newsletters to keep families updated about church activities. Staff and learners alike, appreciate the role of the local Clergy in school. Not only are they involved in the delivery and planning of worship, but in the same way, also giving support to the RE curriculum. Stakeholders, through questionnaires, are involved in identifying priorities for the “School Learning Improvement Plan”. Governors and staff are regularly involved in reviews of the progress of the SLIP. LSAs have regular meetings with the Senior management Team; all staff voluntarily attend the weekly briefing. Regular coffee mornings with parents enable the school to develop and retain close links. One parent’s view of the school, reflecting the evidence of all those I consulted, was “There is a great atmosphere in the school. The level of support and friendship is enormous. .An extremely professional yet fun learning place”

SIAS report May 18th 2009 Newtown CE Primary PO12 1JX