

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 4234
www.gov.uk/ofsted



21 April 2017

Abi Misselbrook-Lovejoy
Executive Headteacher
Newington Green Primary School
Matthias Road
Newington Green
London
N16 8NP

Dear Ms Misselbrook-Lovejoy

Short inspection of Newington Green Primary School

Following my visit to the school on 29 March 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in December 2011.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. You have a relentless focus on continual improvement and provide motivational leadership based on a clear vision and high expectations. Your successful leadership has resulted in the school entering into a partnership to lead improvement in another local school. Leaders at all levels are handling this transition well and support you wholeheartedly.

Your work is highly valued by all and the school is an important part of the local community. Parents are very positive about all aspects of the school, and appreciate the support and care that they and their children receive. One parent said: 'My child is motivated to achieve as well as be a member of his community and give something back.' You are committed to ensuring that every pupil, whatever their need, ability or background, achieves well and is given every opportunity to be successful. Pupils speak proudly of their school and are clearly happy to be there. Governors recognise the improvements you have made to the school and have worked with you to maintain the school's overall effectiveness.

Leaders have focused on the key areas for improvement identified at the last inspection. They show an innovative approach to staff professional development through the teacher learning community. This ensures that teachers work collaboratively to share research, expertise, planning and good practice. As a result, the quality of teaching and learning in the school is good. You reviewed the behaviour system and the motto 'It's good to be green' is simple and clear to pupils.

Consequently, incidents of poor behaviour have reduced significantly. There is still work to do in ensuring that more pupils are stretched to achieve the highest standards in reading, writing and mathematics.

Safeguarding is effective.

Leaders and governors have ensured that all safeguarding arrangements are secure and based on current statutory guidance. Checks on the suitability of staff to work with children are completed and recorded diligently. All staff are fully trained in safeguarding and they follow school procedures if they have any concerns about a child's safety or welfare. Referrals are made to external agencies as necessary and all actions are recorded meticulously. Vulnerable pupils are well cared for in particular and leaders ensure that they get the support that they need.

Pupils learn how to stay safe primarily through their personal, social and health education lessons. They learn about different forms of bullying, online safety and risks in the local area, such as stranger danger and gang issues. Pictures and information around the school help direct pupils to staff they can talk to if they have any worries.

Inspection findings

- At the start of the inspection, we agreed four key lines of enquiry. In 2016, pupils' progress in writing was above the national average and well above in mathematics in key stage 2. However, pupils' progress was significantly weaker in reading and in line with average. Therefore, we agreed that reading would be a key line of enquiry for inspection.
- Leaders have analysed results and reviewed how reading is developed across the school, not just in key stage 2. They have restructured guided reading sessions, supported by teachers and support staff who work with pupils to target their needs effectively. Year 2, Year 5 and Year 6 pupils have completed reading fluency tests to track their improvements in reading speed and this programme is being rolled out to other year groups in the summer term to track reading speed across the school. Leaders are also determined to promote an enjoyment and love of reading through, for example, rewards for pupils who complete the book challenge, more lessons in the school library and the new 'reading garden' for pupils to use.
- The measures put in place to improve standards in reading are having a positive impact. Current performance information indicates that progress and levels of attainment are improving. Pupils talk enthusiastically about reading and older pupils are particularly confident and fluent in their reading.
- The second key line of enquiry we agreed to consider was the level of challenge provided to middle-ability pupils. At key stage 2, the proportion of middle-ability pupils achieving the high standard in reading and writing was significantly below the national average.
- Leaders have led staff training to promote high levels of challenge in the classroom. It is evident that teachers plan tasks to meet the needs and abilities of pupils in lessons. While this is stretching most pupils, the level of challenge

seen in lessons and in books is at times inconsistent. However, leaders and teachers are quick to identify any pupils at risk of underachievement and intervene appropriately.

- The school is working hard to improve the level of challenge provided to pupils. Current assessment information shows that an increased proportion of pupils in key stage 1 and key stage 2 are on track to reach the higher standard in reading, writing and mathematics.
- The third key line of enquiry focused on the progress of disadvantaged pupils in the early years. The proportion of pupils achieving a good level of development has increased since 2014 and is now in line with average. However, the number of disadvantaged pupils achieving a good level of development has been well below the national average in recent years.
- The early years team know the children well and have accurately identified their individual needs. Teacher assessments are secure and indicate that children enter the early years with very low starting points. Additional funding for disadvantaged pupils has been used effectively to provide personalised support, such as extra phonics teaching, and opportunities to attend school trips. Currently, the majority of disadvantaged pupils are developing in line with age-related expectations.
- The final key line of enquiry concerned attendance and exclusions. In recent years, fixed-term exclusions had spiked and absence rates were above average for some groups. Disadvantaged pupils and pupils with special educational needs/and or disabilities were particularly affected.
- School leaders have significantly improved attendance and behaviour across the school. Attendance is now above the national average for all groups of pupils. The home school support worker works with leaders to analyse attendance figures and put effective strategies in place to work with pupils and families. They work closely with the handful of pupils remaining who still struggle to attend school regularly. There have been no fixed-term exclusions for over a year and I am confident that this upward trend will continue.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- they build on the developments in reading so that more pupils make good or better progress at the end of key stage 2
- levels of challenge are consistently high in lessons.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Islington. This letter will be published on the Ofsted website.

Yours sincerely

Jude Wilson
Her Majesty's Inspector

Information about the inspection

During this inspection, I met with you and other school leaders, including the coordinators for early years, English and mathematics. I had a discussion with the chair of the local governing body and two other governors. I met with the safeguarding leaders and the business manager responsible for maintaining the single central record. I met with a representative from the local authority. I visited lessons in key stage 2 and early years, accompanied by the deputy headteacher. I listened to pupils read in lessons and spoke to them informally. I looked at pupils' books and scrutinised a variety of documents, including the school's safeguarding procedures, attendance and behaviour records, the school's self-evaluation and current performance information. I also took into consideration the feedback from 32 parents and carers who completed Ofsted's online questionnaire, Parent View, and the 47 responses from the staff survey.