

# Newington Green Primary School

## Inspection report

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<b>Unique Reference Number</b>	131325
<b>Local Authority</b>	Islington
<b>Inspection number</b>	381330
<b>Inspection dates</b>	1–2 December 2011
<b>Reporting inspector</b>	Martin Beale

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	401
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Patricia Ambrose
<b>Headteacher</b>	Abi Misselbrook-Lovejoy
<b>Date of previous school inspection</b>	30–31 March 2009
<b>School address</b>	Matthias Road Newington Green London N16 8NP
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	1–2 December 2011
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## Introduction

This inspection was carried out by four additional inspectors. They visited 22 lessons, observing 17 teachers. They held meetings with staff, groups of pupils, and the Chair of the Governing Body. Informal discussions were held with parents and carers as they arrived with their children at the start of the day. Inspectors observed the school's work and scrutinised assessment information, pupils' books, records of pupils' progress and school improvement plans. Inspectors analysed responses to questionnaires from 41 parents and carers, 38 pupils and 19 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What evidence is there of the impact of the school's action to improve writing?
- How well does teaching meet the needs of all pupils but particularly challenge the more able?
- What is the specific action being taken to improve teaching and is there evidence that this is having an impact on achievement?
- How successfully does the school support the development of its more vulnerable pupils?

## Information about the school

Pupil numbers have increased since the last inspection in this larger than average-sized primary school. Most pupils are from a wide range of minority ethnic backgrounds and two-thirds speak English as an additional language. The majority of pupils are known to be eligible for free school meals, which is a very high figure. The proportion of the pupils identified with special educational needs and/or disabilities is broadly average. Their needs are mostly associated with difficulties related to speech, language and communication or to literacy. More pupils than in other primary schools join or leave other than at the usual points of entry, often staying for only short periods of time because of re-housing. Children in the Early Years Foundation Stage are taught in a Nursery and two Reception classes. The school has recently received the 'Sing-up Silver' and 'Junior Citizens 2010' awards. The headteacher has been in post for 18 months.

There is a Children's Centre on the site, which runs clubs at breakfast and after-school. This provision is inspected separately.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Newington Green Primary is a good and improving school. Decisive leadership from the headteacher supported by a very effective senior team has reversed a decline in performance and set the school firmly on an upward path. This is because they have high expectations of everyone, rigorously check performance and target support sharply to bring about improvements in both teaching and the progress of individuals.

Children get off to a good start in an interesting environment in the Nursery and Reception classes. Activities are planned to meet their interests and needs and adults take every opportunity to develop their language skills and move their learning forward. Progress is good across the rest of the school and attainment is average and rising by the end of Year 6. A temporary slowing of progress has been reversed by focusing relentlessly on improving the quality of teaching and ensuring that teachers have high expectations of all pupils.

Within a pattern of good teaching there is some that is outstanding and drives learning forward at pace. Teachers use their careful assessment of the pupils to plan activities that are closely matched to the next steps in their learning. While the most effective teaching consistently challenges all pupils, particularly the more able, this is not the case in all lessons. In the small number of less effective lessons, teachers do not engage pupils in learning or get them involved sufficiently in practical activities. The action to improve writing by enabling pupils to build their work gradually into a piece of extended writing is producing dividends. Pupils also develop their writing across subjects, but opportunities to use their information and communication technology skills are more limited.

Outstanding care, guidance and support generates great confidence in the pupils when facing new experiences such as moving year group or transferring to secondary school. Account is taken of individual needs. By knowing pupils as individuals the school very carefully pinpoints support to meet their needs, particularly for the pupils whose circumstances make them potentially more vulnerable. The school's sharp focus on early identification and intervention leads to positive outcomes and breeds confidence in the pupils. A close and productive partnership with parents and carers has been developed, but not all support the school's drive to reduce absence and improve punctuality. A small minority do not get their children to school on time or refrain from taking holidays during term-time.

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Pupils show respect for each other and are polite and courteous towards visitors. The new behaviour policy has led to greater consistency in the way all members of staff manage the pupils' behaviour. As a result, pupils behave well and get on harmoniously together, irrespective of their backgrounds. They understand how to keep themselves safe and healthy and make a considerable contribution to school life by organising activities at lunchtime and hearing younger children read.

The school tackles shortcomings head-on and has a good record of improvement. Rigorous monitoring of teaching gives senior leaders a clear view about each teacher's strengths from which to tailor actions to meet their individual professional needs. This includes working alongside or observing experts. Through incisive self-evaluation, senior leaders and governors have a clear picture of the school's qualities from which to plan action to tackle sharply focused priorities. Given this and the progress it has made in recent years, the school has good capacity for further improvement.

**What does the school need to do to improve further?**

- Increase the proportion of good and better teaching in order to accelerate learning and progress by:
  - consistently challenging the more able pupils so that they achieve to the best of their ability
  - ensuring that pupils are engaged consistently in practical activities
  - enabling pupils to use their information and communication technology skills to support learning across subjects.
  
- Work with parents so that they take responsibility in ensuring the punctuality and regular attendance of their children.

**Outcomes for individuals and groups of pupils****2**

The pupils' very positive attitudes, their concentration on tasks and the sensible manner in which they work together, contribute significantly to their good learning. This was seen to particularly good effect in a Year 6 mathematics lesson when the pupils were active throughout and worked at a good pace converting fractions into mixed numbers. Most pupils are highly motivated and generally want to produce their best work. They greatly enjoy sharing thoughts on their learning in discussion with others, but lose concentration on a few occasions when they spend too long listening to explanations of ideas they have mastered.

Year 6 test results fell to below average in 2011, including the proportion of pupils reaching Level 4 in both English and mathematics. However, assessment data and observations indicate that this has been reversed this year with more pupils working at the level expected for their age in each year group, but relatively fewer still at higher levels. There are no significant patterns to any variation in progress by gender or ethnicity. Skilled and focused support for pupils with special educational needs

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and/or disabilities and for pupils new to speaking English enables them to participate fully in lessons and to make similar progress as others in their classes.

Pupils feel safe in school and know who to go to if they have concerns. They understand how to identify and deal with risks in school, through the internet and in the local area. They have been involved in a local safety campaign and raise funds for charities, as reflected in the borough award recognising their wider contribution to society. Pupils understand how to eat healthily and apply this knowledge when choosing their meals. They enjoy sporting activities, although the school recognises there is scope to increase participation rates, particularly for girls. Pupils greatly enjoy music and arts activities. This is reflected in the award for their participation in singing. Pupils value the diversity around them and show great respect for each other. However, because they have relatively few links beyond the immediate area they have a limited understanding of the lives of others.

*These are the grades for pupils’ outcomes*

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

**How effective is the provision?**

Lessons are interesting and move learning forward at a good pace in calm and well-managed classrooms. The features of the best teaching were seen in a Year 4 lesson as pupils learnt how to read scales to find the correct price for goods. A variety of activities maintained interest and concentration, the activities provided were pitched skilfully to challenge all pupils and staff were deployed effectively to support learning. Questioning was used well to test knowledge, but this is not always the case when teachers do not target their questions to challenge the more able.

<sup>1</sup> 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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Marking of their written work gives pupils very clear guidance on its quality and where improvements can be made, although this is less effective in mathematics.

The school focuses not just on developing basic skills but also making learning more interesting by linking work in subjects. So not only is writing improving but boys are becoming increasingly enthused by the contexts, such as when Year 3 pupils were seen writing in a journalistic style about the Haitian earthquake. Additional programmes support the needs of different groups well, whether they have learning difficulties or need extending because of their particular talents. Music and the performing arts play a major part in school life and pupils enjoy the opportunity to learn a musical instrument through the partnership with a local secondary school.

The school takes great efforts to ensure that the pupils’ personal circumstances and any potential barriers to their learning are recognised so that personalised support can be provided to enable them to access all that the school offers and make similar progress as others. Its multi-agency work is very effective in providing additional expertise and guidance to support the learning and personal development of pupils and families facing more challenging circumstances. Self-esteem sessions with the learning mentor are highly effective in their support for the social and emotional needs of individual pupils and thoughtful support is provided for newcomers.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Since her appointment, the headteacher has established strong structures and systems to underpin the drive to move the school forward, including the development of an effective middle leadership tier. Very sharp monitoring of teaching through a wide variety of both formal and informal strategies coupled with focused programmes of personalised support have helped in the drive to improve teaching. Promoting equality of opportunity and tackling discrimination are at the core of the school’s values. Targets for pupils have become ambitious and progress towards them checked carefully to spot potential underachievement. Consequently, there are no patterns to any variations in performance of different groups of pupils.

Governors have supported the school and the headteacher well during a period of considerable change. They have become increasingly challenging and are developing their monitoring role, but are not always systematic in their gathering of evidence about the school’s performance. The governing body rigorously fulfils its

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responsibilities for safeguarding and ensures that pupils are free from harm. The school works very closely with social services in neighbouring boroughs and is tenacious in following up any concerns raised.

The school has a very positive relationship with parents and carers. They are kept well-informed about activities and their children’s development. The school is successful at engaging with some of its harder to reach families and has a range of strategies to enable parents and carers to support their children’s learning. Partnership working has enabled the school to tap into expertise not otherwise available. The ‘Into University’ programme has helped to raise pupils’ aspirations and business mentors for senior leaders have helped improve their target-setting skills. The school undertakes many activities to promote greater community cohesion, but has not evaluated their impact sufficiently, particularly beyond the school itself.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Close links with home and the nearby Children’s Centre along with familiarisation visits before they start, help to smooth the children’s start in the Nursery. Most children enter the Nursery with skills much lower than expected for their age. Many have limited communication skills or are at an early stage of speaking English. To combat this, all adults work tirelessly across all classes to promote the children’s language skills by focusing on developing their speaking and listening. In spite of their good progress, the majority do not reach expected goals in literacy and numeracy by the end of Reception.

A strong feature is the way all of the staff team focus on the children’s personal and social development. They help them to work together as seen during a session in the

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Nursery where children were encouraged to listen to each other, share resources and take turns making marks. By the time they are in Reception, the children can work constructively together on activities, often developing lines of enquiry themselves. Adults intervene skilfully during these sessions to probe understanding and move learning forward. They are also acutely aware when to stand back and let the children’s ideas develop. Sessions led by adults such as in the development of key reading, writing and number skills are taught well.

Leadership has forged a strong staff team. Rigorous monitoring provides a clear understanding of strengths and where action is needed to tackle shortcomings. Through this has been identified a priority to bring greater consistency to teaching. Improvements to the outside area of the Nursery have made it more inviting so that learning flows freely between inside and out. Friday morning sessions where parents and carers read with their children in Reception strengthen links with home and enable them to become more involved in their children’s learning.

*These are the grades for the Early Years Foundation Stage*

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

**Views of parents and carers**

The proportion of parents and carers who responded to the questionnaire is much lower than the average for primary schools, although the level of satisfaction is high in response to all questions. Inspection evidence endorses the very positive views of parents and carers about the school, particularly that teaching is good, individual needs are met well, leadership is effective and their children are helped to adopt a safe and healthy lifestyle.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newington Green Primary 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 41 completed questionnaires by the end of the on-site inspection. In total, there are 401 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	85	5	12	0	0	0	0
The school keeps my child safe	35	85	6	15	0	0	0	0
The school informs me about my child’s progress	33	80	7	17	1	2	0	0
My child is making enough progress at this school	23	56	17	41	1	2	0	0
The teaching is good at this school	27	66	14	34	0	0	0	0
The school helps me to support my child’s learning	27	66	13	32	1	2	0	0
The school helps my child to have a healthy lifestyle	28	68	12	29	0	0	0	0
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)	30	73	8	20	0	0	0	0
The school meets my child’s particular needs	24	59	17	41	0	0	0	0
The school deals effectively with unacceptable behaviour	24	59	15	37	1	2	0	0
The school takes account of my suggestions and concerns	30	73	8	20	1	2	0	0
The school is led and managed effectively	26	63	12	29	1	2	0	0
Overall, I am happy with my child’s experience at this school	32	78	9	22	0	0	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



5 December 2011

Dear Pupils

### **Inspection of Newington Green Primary School, London, N16 8NP**

Thank you for the warm welcome you gave the inspection team when we visited your school recently. We saw that you work very hard and are proud of the part you play in school life. Inspectors were particularly impressed by your confident answers to their questions. We found that Newington Green is a good and improving school. These are the things we liked most.

- The headteacher, staff and governors do their utmost to help you all to succeed, to take care of you and make sure you are kept safe.
- Your positive attitudes to learning and good behaviour contribute significantly to making the school calm and happy.
- The school works well in partnership with others to support your learning and has formed strong links with your parents and carers.
- Teaching is good. Teachers use assessment data to support your learning and help you to make good progress.
- You develop an excellent understanding of how to adopt a safe and healthy lifestyle and make a major contribution to school life.
- Those of you who find learning difficult or are new to learning English are given excellent support so that you can make the same good progress as others in your classes.

We have asked the school to ensure that all of the teaching in the school is brought up to the quality of the very best. We have also asked the school to work with some of your parents and carers to improve your attendance and punctuality.

You can all play your part in helping the school to get even better by continuing to work hard.

Yours sincerely

Martin Beale  
Lead inspector

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