

Newlaithes Junior School

Inspection report

Unique Reference Number	112224
Local Authority	Cumbria
Inspection number	357070
Inspection dates	24–25 January 2011
Reporting inspector	Naomi Taylor

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	224
Appropriate authority	The governing body
Chair	Mr Keith Boyd
Headteacher	Mr Andrew Cannon
Date of previous school inspection	11 December 2007
School address	Langrigg Road Carlisle Cumbria CA2 6DX
Telephone number	01228 607534
Fax number	01228 607535
Email address	admin@newlaithes-jun.cumbria.sch.uk

Age group	7–11
Inspection dates	24–25 January 2011
Inspection number	357070

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. They visited 17 lessons and observed the work of nine teachers. Meetings were held with groups of pupils, representatives of the governing body and staff. Inspectors observed the school's work and looked at a range of documentation, including pupils' work, monitoring and assessment records, minutes of the governing body's meetings, school improvement planning and curriculum and lesson plans. They analysed 56 questionnaires from parents and carers, together with a sample from staff and pupils.

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

- Does the information on pupils' progress and quality of teaching ensure that all pupils are fully challenged in lessons, particularly those with special educational needs and/or disabilities and the more able? How effective is the use of assessment in promoting learning?
- Does the curriculum provide enough opportunities to develop literacy skills? Are there effective strategies in place to address the improvement needed in writing?
- How effective are the leadership and management at all levels? Are staff suitably skilled and rigorous to drive improvement and raise standards in attainment, particularly to Level 5+ in English? Are there effective measures in place to improve pupils' attendance?
- How effective are the opportunities for pupils to contact with children from different backgrounds to their own?

Information about the school

This is an average-sized junior school. The proportion of pupils known to be eligible for free school meals is average as are the number of pupils with special educational needs and/or disabilities. There are very few children from minority ethnic backgrounds and there are no children who speak English as an additional language. The vast majority of pupils transfer from the neighbouring infant school. Since the last inspection a new headteacher has been appointed. The school has gained Healthy School status and is part of a Creative Partnerships programme which brings pupils and professionals together.

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

This is a good school. Attainment is above average. From starting points that are broadly average for their age, pupils make good progress by the time they leave school. Leadership and management are good. Self-evaluation is rigorous. There have been significant improvements since the last inspection.

Leaders have firmly and successfully addressed previous weaknesses. The quality of teaching has improved rapidly. The vast majority of lessons observed were good with some outstanding. Teachers use information on pupils' progress to plan challenging and well-paced lessons. Their knowledgeable and clear explanations extend pupils' understanding well. The work seen in lessons shows that progress is good for all groups, including those with special educational needs and/or disabilities. Leaders and managers monitor and evaluate the school's work rigorously and are very clear about what is needed to improve the school further. This includes further development in the quality of teaching and learning to raise attainment, particularly in English at the higher level and increasing the opportunities to integrate new technologies into lessons. Clear systems for tracking and assessing pupils' progress and intervening in their learning if they need extra help are in place. These are having an impact on raising attainment and accelerating pupils' progress across the school. Consequently, the school has good capacity to improve.

Both pupils and parents are very appreciative of the good care, guidance and support the school gives which contribute well to pupils' development. Consequently, pupils know how to stay safe and healthy and behave well. Attendance is average. The school has implemented more rigorous systems and procedures and as a result, there is an upward trend in attendance. Pupils take on many responsibilities and are supportive and considerate to each other and the adults around them. The school has strengths in good partnerships and the pupils benefit from working with professionals through the Creative Partnership programme. Most pupils take part in sports, arts clubs and other after-school activities which make a major contribution to their personal and social development and their enjoyment of school. There is a strong track record of success in local, county and national sports competitions. There are strong links with the local community but the school has yet to fully develop pupils' understanding of communities and cultures which differ from their own.

What does the school need to do to improve further?

- Raise attainment in English and especially writing by continuing to develop a curriculum that embeds initiatives to improve writing and ensures more pupils achieve Level 5+.
- Improve further the quality of teaching and learning by:

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

- better integration of information and communication technology (ICT) to inspire and engage a higher proportion of pupils
- embracing the wider community within lessons to secure pupils' understanding of communities and cultures which are different to their own.
- Improve attendance to enable more pupils to benefit from uninterrupted learning and maximise their potential.

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

Children enter the school with skills that are broadly in line with those expected for their age other than in writing which is below expectations. Pupils work hard, concentrate well and enjoy learning. They particularly enjoy project work such as the Ancient Egyptians and the project comparing Carlisle with Grange. In lessons pupils were seen to be making good progress in response to the good teaching they receive. Progress and achievement across the school is good. Pupils with special educational needs and/or disabilities make the same good progress as their peers. They receive constructive individual and small group support from specialist teachers and teaching assistants which gives them the confidence and skills to succeed. Results in tests and assessments for pupils in Year 6 have risen since the last inspection. They indicate that there is a trend of pupils attaining standards at Level 4 in English and mathematics which are above the national average. The percentage of pupils achieving Level 5 mathematics is well above the national average. In English, those achieving Level 5 is below the national average and the school has implemented strategies to accelerate progress in writing. These now need to be embedded across the curriculum to raise further the standards in English.

Pupils behave well, both in lessons and around the school. They say their lessons are fun. They treat each other, staff and visitors with kindness and respect. Pupils say they feel safe in school and this is reflected in the school's secure daily working. They have a clear understanding of right from wrong and willingly take on responsibilities, for example, as members of the school council. The older children take care of the younger pupils in their roles as door monitors and issuing toys at break times. Pupils have good teamwork and information and communication technology (ICT) skills. There are opportunities to integrate ICT into more lessons to inspire and engage an even higher proportion of pupils. The school recognises the importance of uninterrupted learning and has introduced rigorous strategies to improve attendance which is average. The school is committed to working closely with families to improve attendance further.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

The school's monitoring of lessons and the lessons seen during the inspection show that teaching is consistently good or better. Teachers plan their lessons well and make good use of varied resources to ensure that pupils make good progress and enjoy their learning. Teacher planning does not use ICT in enough lessons in order to inspire and engage a higher proportion of pupils. In the vast majority of lessons work proceeds at a brisk pace and is well matched to pupils' needs. The more able are confident to work independently at times and enjoy finding out things for themselves. The monitoring of individual learning, carried out by teachers and teaching assistants, is thorough and informs lesson planning. A tracking system is used well to plan interventions for individuals or small groups of learners to boost their progress. There is regular marking of work to explain to pupils how they are progressing and what they need to do to improve their work. This raises pupils' ambitions to progress more rapidly and aim even higher. There is a whole-school focus on developing writing and raising the number of learners achieving Level 5+ in Year 6. The school is effective in identifying and meeting the needs of pupils with special educational needs and/or disabilities and those whose circumstances may make them vulnerable. Good teaching was seen with the more vulnerable learners. The work of the teachers and teaching assistants is very effective in ensuring that all groups progress well.

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

There is a whole-school focus on developing writing and raising the number of learners achieving Level 5+ in English in Year 6. The curriculum is enriched with many opportunities in sports. There is evidence of a tradition of pupils performing to a high standard locally, at county level and internationally. The Creative Arts programme has given pupils access to musicians, artists and architects. The performance space in the playground is evidence of the initiative and creativity shown by the children as a result of working alongside such professionals. Trips and visits outside the area are particularly enjoyed by the pupils. The opportunity for residential trips for the older pupils contributes greatly to their personal and social development.

The good care, guidance and support make a strong contribution to pupils' progress and to all aspects of their personal development. The school works closely with external agencies and specialist teachers to ensure the most vulnerable and those with special educational needs and/or disabilities get the expert help they need. Good links with the neighbouring infant school and other schools ensure that pupils move smoothly between the different stages of their education.

These are the grades for the quality of provision

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

How effective are leadership and management?

The good leadership and management and commitment of all the staff and governors have been instrumental in bringing about improvements to the school. Improvements to the quality of teaching, to leadership and management at all levels and in the use of assessment data are having a significant impact on raising attainment and improving pupils' achievement. The headteacher has a very clear vision for further improvement, which is shared by staff and governors. The effective self-evaluation by school leaders since the last inspection demonstrates the school's good capacity to improve. Governors know the school well and provide valuable support and challenge at a strategic and operational level. Good partnerships with parents, outside agencies, other schools and the Creative Partnership programme support the curriculum and enhance the pupils' learning well. Safeguarding arrangements are good and staff are well trained. The school adopts good practice in the areas of risk assessment and child protection. The school works hard to identify any underachievement and is quick to implement initiatives to close any gaps. Consequently, all are given good equal opportunities to succeed. The school promotes community cohesion well within the local community. It has yet to fully develop this work with communities further afield within Britain and overseas. There are more opportunities within lessons to embrace the wider community and secure pupils' understanding of communities and cultures which are different from their own.

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

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	2
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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

The vast majority of parents and carers are very pleased with the education the school provides. They particularly value the care and support their children are given and several commented on how much the school has improved in recent years. Inspectors entirely endorse these views. The few concerns recorded related to individual problems and there was no pattern of dissatisfaction.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newlathes Junior 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 224 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	41	31	55	2	4	0	0
The school keeps my child safe	30	54	25	45	1	2	0	0
My school informs me about my child's progress	16	29	38	68	1	2	0	0
My child is making enough progress at this school	11	20	40	71	2	4	1	2
The teaching is good at this school	25	45	29	52	0	0	1	2
The school helps me to support my child's learning	18	32	32	57	6	11	0	0
The school helps my child to have a healthy lifestyle	22	39	30	54	3	5	1	2
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)	20	36	32	57	0	0	0	0
The school meets my child's particular needs	21	38	34	61	1	2	0	0
The school deals effectively with unacceptable behaviour	18	32	32	57	2	4	2	4
The school takes account of my suggestions and concerns	12	21	35	63	3	5	1	2
The school is led and managed effectively	25	45	25	45	1	2	0	0
Overall, I am happy with my child's experience at this school	29	52	25	45	1	2	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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">■ 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.

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.



26 January 2011

Dear Pupils

Inspection of Newlathes Junior School, Carlisle, CA2 6DX

Thank you so much for making us welcome when we came to inspect your school last week. A particular 'thank you' to those of you who took time to talk to us about all the things that you do and enjoy about school. Please thank your parents and carers for filling in our questionnaires.

Yours is a good school where you make good progress. The Creative Arts programme and sports help you to develop a strong team and community spirit. You behave well and know how to stay safe and healthy. You are good at helping each other in school and you told us that your lessons are fun. The care, guidance and support and the teaching you receive are good. Your school is well managed and led.

We have asked your teachers to continue to focus on improvements in English and particularly writing and to give you more opportunities in lessons to use ICT and understand more fully people from other backgrounds and cultures.

You can help by making sure you attend school regularly and working with your teachers to achieve the very best you can. Developing your writing skills will help you prepare for the next stage in your education.

Yours sincerely

Ms Naomi Taylor

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.