

# Newland School for Girls

## Inspection report

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<b>Unique Reference Number</b>	118070
<b>Local Authority</b>	Kingston upon Hull City of
<b>Inspection number</b>	358256
<b>Inspection dates</b>	6–7 April 2011
<b>Reporting inspector</b>	Wendy Ripley HMI

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>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Girls
<b>Number of pupils on the school roll</b>	846
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jean Fenwick
<b>Headteacher</b>	Mrs Angela Martinson
<b>Date of previous school inspection</b>	19 September 2007
<b>School address</b>	Cottingham Road Hull HU6 7RU
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Inspectors observed teaching and learning in 29 lessons, taught by 29 teachers, and two assemblies. Inspectors held meetings with groups of students, staff, members of the governing body and representatives from the local community. They observed the school's work, and looked at the school's self-evaluation form, development plan, analysis of student data and safeguarding arrangements. Inspectors also looked at the 209 completed questionnaires received from parents and carers and questionnaire responses from the students and staff.

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

- How good attainment and progress are across the school and in particular in English, mathematics and science.
- Whether the quality of teaching and the curriculum are good enough to bring about improving outcomes for students.
- Whether the actions of senior and middle leaders are securing improvements in teaching and learning.
- Whether school leaders are driving improvement and demonstrating sufficient capacity for sustained improvement.

## Information about the school

Newland School for Girls is a smaller than average 11 to 16 comprehensive school with specialist status for mathematics and computing. A much higher than average proportion of students is known to be eligible for free school meals. The proportion of students with special educational needs and/or disabilities is broadly average although the number is rising. While the proportion of students from minority ethnic backgrounds at around 17% is broadly average, around three-quarters of these speak English as an additional language. The proportion of students who join or leave the school other than at the usual times is much higher than is usually found. The school has gained a Bronze Food for Life Partnership Award.

**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?**

**3**

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

**3**

## Main findings

Newland School for Girls provides its students with a satisfactory and improving quality of education. It has a number of strengths including the high standard of care and support students receive throughout the school and the good curriculum that meets the needs and aspirations of students effectively. The specialist college status provides many beneficial effects in broadening opportunities for students and improving resources, and has been used effectively to underpin the strong links the school has built in the local community. Most parents and carers are very strongly supportive of the school. This is because as one parent, speaking for many, explained, 'I am very happy with the education and support my daughter receives. She is happy and enjoys school. The staff are prompt and courteous when handling my queries'.

Students enter the school with standards that are broadly average. When they leave school at 16, standards are broadly average in most subjects including in English. Standards in mathematics which have remained consistently below average for the last three years, are showing signs of improvement because the staffing difficulties experienced in this subject have now largely been resolved. At the end of the 2010 academic year, 79% of students gained five or more A\* to C grades or equivalent qualifications. This is an improvement of over 30% since the last inspection. While the proportion of students gaining five or more A\* to C grades at GCSE including English and mathematics was below the nationally expected level, this also shows improved performance over the last three years from a very low base. These results represent average attainment and satisfactory progress for the majority of students, although there are some marked variations between subjects and in the achievements of different groups of students. School data show that students' attainment and progress look set to rise further in 2011 continuing the improving trend.

Most students enjoy learning within the school's cohesive and supportive community. This is reflected in attendance that has improved significantly and is now above average. Similarly, students' behaviour in lessons and around the school has also improved and is now good, as demonstrated by very low exclusion rates. Students feel safe and well cared for knowing there is always someone they can go to if there is any problem. Systems and procedures to safeguard students are rigorous and implemented consistently, meeting current requirements very effectively.

The quality of teaching is satisfactory. There is a very strong will to improve. While the proportion of good or better teaching is rising it is not consistently good enough throughout the school to enable all students to make the best progress they can. This is partly because teachers do not always use assessment information well enough to plan work that provides appropriate levels of challenge to cater for students' differing needs. The quality and frequency of written feedback is too variable. Teachers' comments do not

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always explain to students what they need to do next to achieve their targets or set out clearly how they can improve their work.

The headteacher and governors have a clear vision for future development based on an insightful understanding of the strengths and weaknesses in the school. The self-development plan is accurate and appropriate. Some systems and procedures that underpin it are underdeveloped, however, and there is a lack of clarity about how the school's actions are implemented, monitored and evaluated. For example, while the quality of teaching and learning is routinely monitored the resulting information is not always used to develop tightly-focused actions that dovetail with the school's strategic aims. Some whole-school initiatives to drive improvements, such as the recently introduced learning plan, are not being consistently interpreted and applied at departmental level. This results in confusion and uncertainty for teachers and inhibits the rate of school improvement. A restructuring of leadership posts is currently taking place in order to eradicate these inconsistencies, to produce clearer lines of accountability and to reinvigorate the drive for school improvement. Taking all these factors into account the school demonstrates it has satisfactory capacity for sustained improvement and provides satisfactory value for money.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve the quality of teaching and learning so that it is consistently good or better by:
  - – improving classroom planning and the use of assessment information so that activities are more closely matched to individual learning needs and effectively challenge students whatever their ability
  - – improving the consistency and rigour of marking to ensure that written feedback lets students know how they can improve their work.
- Ensure all students make better progress by:
  - – eradicating the variations in attainment and progress that different groups of students make
  - – sharpening and strengthening the systems and procedures used by senior and middle leaders to monitor the quality of teaching and learning
  - – sharing existing good practice effectively
  - – regularly and consistently monitoring, reviewing and evaluating all actions to ensure that they have the maximum impact on outcomes for students.

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

**3**

Attainment has improved in the period since the last inspection. While most students are making the progress expected of them overall, too much variation remains. Results from GCSE examinations and inspection evidence show that students make better progress in some subjects than they do in others because of variations in the quality of teaching. For example, students do well in English, science and physical education and their attainment

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is higher in these subjects as a result. The achievements of different groups of students also vary considerably. The attainment of students known to be eligible for free school meals is below that of their peers, while students of minority ethnic heritage generally make rapid progress to attain high standards. The progress of students with special educational needs and/or disabilities also varies. Those who are assessed as requiring support at School Action Plus level make much better progress than those receiving support at School Action level.

Students' attitudes to learning are generally positive. Students report that the school's behaviour management systems are clear and consistently applied. As a result, the large majority of students behaves well in lessons and around school and this makes an effective contribution to their learning. Students particularly appreciate the efforts staff make to broaden their experience through the good range of extra-curricular activities on offer. Activities such as the Chinese language and culture club are very popular and very well attended. A good range of sporting and fitness-related activities supports students' good knowledge and understanding of how to lead healthy lifestyles. Students are active fund-raisers and specialist subjects are being used well to develop links within the community and in the wider world. All these factors enrich the curriculum and contribute strongly to the students' good spiritual, moral, social and cultural development. Students benefit from work experience and are well-informed about future careers options. This is borne out by good progression rates into further learning and education. Nonetheless their development of workplace skills is satisfactory overall because numeracy skills remain too low.

Students report feeling full of self-worth and valued as individuals. This contributes very positively to the personal development of all students who believe wholeheartedly that, as the school's motto states, 'every girl counts'. This is because of the high levels of commitment that the staff have towards each and every one of them and demonstrates the school's inclusive ethos.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

## How effective is the provision?

Students' work is promoted by teaching that is generally satisfactory and with much that is good. In the best lessons good use is made of peer-assessment, lessons are well-planned and carefully managed to include all learners and use any support assistants wisely. Teachers use their extensive knowledge and a good variety of tasks to capture students' interest and make learning relevant. There is a brisk pace and good quality questioning that challenges students. In these lessons students respond quickly to staff and apply themselves wholeheartedly to learning. In the sample of students' work that inspectors scrutinised, the frequency of marking and the quality of written feedback varied considerably.

The curriculum is good because it effectively matches the needs and interests of students through an appropriate range of academic subjects and vocational courses. Some of these are delivered by other educational establishments as a result of the strong partnerships the school has forged with them. The accredited certificate in 'preparation for working life' helps secure good progression into further education training and employment. The specialist subjects have been instrumental in driving forward themed days and cross-curricular projects.

All students including those with special educational needs and/or disabilities are supported and cared for well. There are acutely sensitive and effective arrangements in place to meet students' religious beliefs and to support students who may be experiencing

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difficulties for whatever reason. Students are very well prepared for the move from primary school and transition arrangements and the guidance given at other key points of a student's education are good. The curriculum and high-quality care and support provided at the 'Lodge plc, the school's personalised learning base, are having a very positive impact on improving outcomes and academic achievement for the small group of students most at risk of disengaging from their education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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>2</b>

## How effective are leadership and management?

The headteacher's vision and determination to raise the aspirations of staff and students underpin recent improvements. Aply supported and challenged by the governing body, she has set out clear priorities and managed change very effectively, promoting year-on-year improvement in standards and achievement. Increasing GCSE pass rates, especially in the core subjects of English, mathematics and science, has been a major priority and provisional results for this year suggest a further improvement. School self-evaluation is honest. Similarly there has been a relentless drive to improve the engagement of parents and carers with the school and to involve them proactively in their children's learning. This is reaping rewards as the much higher attendance at parents' evenings and the competition for election to parent governors' roles attests. Senior and middle leadership is becoming increasingly effective but will not be at full capacity until the restructuring has been completed, their roles and responsibilities become fully understood and actions consistently applied and embedded.

Strong links have been forged with partners and other agencies to enhance provision and meet the students' needs. The school makes well-considered and conscientious contributions to community cohesion that arise from a strong plan and actions that are regularly evaluated. Data analysis, accountability and performance management systems have been considerably enhanced. However, the resultant information is not yet being utilised cohesively to iron out the variations in teaching and to ensure that the good practice seen in some departments and lessons is developed consistently across the school. Systems to monitor teaching are in place and lesson observations are undertaken regularly, although inspectors found that school leaders' judgements were somewhat generous on occasions. Support and training are provided for staff but they are not always planned in a coherent way to ensure they align strategically to school actions and meet the development needs of individual staff. The school takes effective steps to tackle discrimination and the promotion of equality is good. The school's commitment to countering traditional female stereotypes is a particular strength. Staff and resources are deployed effectively.



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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Views of parents and carers

Inspectors received responses from around 25% of parents and carers. Most were extremely positive about the quality of education and care their daughters receive. Several parents and carers took the opportunity to provide additional comments highlighting particular strengths and to explain how their children had been helped to enjoy their time at school. A very small minority of parents and carers indicated that they had concerns about bullying and/or unacceptable behaviour. While maintaining confidentiality, the lead inspector discussed these concerns with the headteacher in order that she may tackle them and report back to parents and carers, students and staff. Inspectors' discussions with students and their questionnaire responses confirm that most students believe behaviour is good and do not perceive bullying to be an issue. Students report that they feel very safe and the very large majority strongly agrees their school is well-led; it cares about them and helps them to prepare for the future.

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

Ofsted invited all the registered parents and carers of pupils registered at Newland School for Girls 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 209 completed questionnaires by the end of the on-site inspection. In total, there are 846 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	35	127	61	5	2	3	1
The school keeps my child safe	88	42	114	55	5	2	2	1
My school informs me about my child's progress	101	48	98	47	9	4	1	0
My child is making enough progress at this school	88	42	102	49	16	8	1	0
The teaching is good at this school	79	38	116	56	9	4	1	0
The school helps me to support my child's learning	62	30	127	61	16	8	1	0
The school helps my child to have a healthy lifestyle	62	30	137	66	8	4	1	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)	71	34	123	59	5	2	1	0
The school meets my child's particular needs	70	33	124	59	8	4	2	1
The school deals effectively with unacceptable behaviour	66	32	116	56	19	9	3	1
The school takes account of my suggestions and concerns	55	26	127	61	9	4	6	3
The school is led and managed effectively	88	42	108	52	6	3	3	1
Overall, I am happy with my child's experience at this school	97	46	99	47	8	4	3	1

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](http://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"><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.**



7 April 2011

Dear Students

**Inspection of Newland School for Girls, Hull, HU6 7RU**

Thank you for the very warm welcome you gave us when we came to inspect your school. We took full account of your views and those of your parents and carers who also completed questionnaires when we made our judgements.

We found Newland to be a satisfactory and improving school which enables you to make satisfactory progress in your learning. You feel safe in school and are polite to adults and each other. Your generally good behaviour in lessons and above-average attendance show how much you enjoy school. You have a good range of subjects you can choose to study and really appreciate the extra activities staff provide for you. Good opportunities have been created for you through strong partnerships with other education providers and local employers and this means that almost all of you continue into further education or employment when you leave the school at 16. The care guidance and support you receive are good. You believe wholeheartedly that 'every girl counts' just as your school motto states because the staff constantly demonstrate their commitment to each and every one of you. You all make a good contribution to the school and the local community and enjoy doing this.

To make Newland School for Girls even better we have asked the school's leaders to:

- improve the quality of teaching and learning and make sure all your lessons are of the standard of the best
- tighten up the systems and procedures they use to monitor and review their actions so that they will know what works and how best to support you to make better progress.

We have every confidence that you will continue to work hard and find ways to contribute to school developments and help the staff make the school even better.

We wish you all very happy and successful futures.

Yours sincerely

Wendy Ripley

Her Majesty's Inspector

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