

Newlands Primary School

Inspection report

Unique Reference Number	133318
Local Authority	Wakefield
Inspection number	360483
Inspection dates	20–21 June 2011
Reporting inspector	Shirley Herring

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	241
Appropriate authority	The governing body
Chair	Mr T Kitching
Headteacher	Mrs C Carter
Date of previous school inspection	15 November 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed eight teachers in 15 lessons and held meetings with pupils, staff, members of the governing body and the School Improvement Partner. They observed the school's work, and looked at the school's policies, assessments of pupils' progress, teachers' plans, the school's development plan, reports from the School Improvement Partner and examples of pupils' work. They looked at 32 completed questionnaires returned by parents and carers.

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

- The extent to which improvements in attainment and progress are reflected through the school.
- The extent to which teaching provides sufficient challenge and support to accelerate progress.
- The effectiveness of managers at all levels in driving improvements.
- The extent to which the school is building on good progress in the Early Years Foundation Stage.
- The effectiveness of actions to improve attendance.

Information about the school

Most pupils in this average-sized primary school are from a White British background. The proportion of pupils who speak English as an additional language is below average. The proportion of pupils with special educational needs and/or disabilities is broadly average. Almost half of pupils are known to be eligible for free school meals, which is well above average. The headteacher took up post in January this year, following the retirement of the previous headteacher. There has been a high turnover of teaching staff since the last inspection.

The school forms part of the integrated provision with the Children's Centre on site. The centre was inspected separately and the report will be available on the Ofsted website. The school has Healthy Schools Status and the Activemark.

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

The school provides a satisfactory standard of education. Pupils have a good understanding of a healthy lifestyle, feel safe in school and behave well.

After several years where attainment has been below average, standards have improved significantly at the end of Year 2 and Year 6 in the current year. This improvement is also evident in Years 3 to 5, where pupils are now working close to the levels that could be expected for their age. Progress is satisfactory overall but varies between classes according to the quality of teaching. Children make good progress and leave the Reception Year with skills that are close to what could be expected for their age. Progress stalls slightly in Year 1 because teaching lacks the pace to sustain the improvements. However, progress is at least satisfactory and sometimes good through the rest of the school and accelerates in Year 5 and Year 6 where teaching is consistently good and sometimes outstanding.

Although overall teaching is satisfactory approximately half of the teaching observed in the inspection was good or better. These lessons were interesting and challenging and so pupils made good gains in their learning. The lessons judged to be satisfactory lacked pace and so pupils were not always fully engaged. Marking is inconsistent between classes and subjects and does not give pupils specific guidance on how to improve.

The school has worked closely with the local authority advisors and the local family of schools to improve provision. Leaders monitor the effectiveness of any interventions closely. For example, the decision to teach mathematics in Key Stage 1 in sets according to ability has improved progress, with some pupils now attaining the higher Level 3 in the most recent assessments. Literacy and numeracy leaders are exemplars of good practice which could profitably be shared with others in school.

Pupils are well aware of the exhaustive range of strategies introduced by the school to improve attendance and respond with regular attendance. Nevertheless, a small number of parents and carers still fail to send their children to school regularly and consequently attendance remains stubbornly low.

The school's self-evaluation is accurate, based on rigorous monitoring of the school's work. Weaknesses have been identified and are being addressed through clear action plans, leading to improvements in teaching, learning and progress. Subject managers are giving more attention to analysing information carefully to drive forward improvements. The role of the key-stage coordinators in monitoring teaching and learning is at an early stage and not yet fully effective. The school has a satisfactory capacity to improve.

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.

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What does the school need to do to improve further?

- Raise attainment by 2012 by:
 - building immediately on the good outcomes from the Early Years Foundation Stage to sustain good progress
 - injecting greater pace into lessons which are judged satisfactory and ensure pupils have more time to work independently
 - developing a more consistent approach to marking so that pupils have a clear understanding of what they need to do to improve
 - enabling teachers to observe and learn from the good practice in school.
- Improve attendance by working closely with those parents and carers who do not send their children to school regularly.

Outcomes for individuals and groups of pupils

3

Pupils say they enjoy school and achievement is satisfactory. Learning is most effective when pupils are fully engaged in interesting tasks, for example, when older pupils tried their best to beat the teacher in solving numeracy problems. Learning is less marked when pupils spend too long listening to the teacher before moving on to their independent tasks. Pupils behave well and this makes a good contribution to their learning.

Children enter the school with a range of skills that overall are much lower than is typical for their age. Attainment at the end of Year 6 has been significantly below average for several years. However, the reorganisation of staffing and significant improvements in teaching have resulted in a considerable improvement in attainment in the current year, which is now much closer to average. The school's rigorous assessments, and observations during the inspection, indicate that almost three-quarters of pupils currently in Year 6 are working at the level expected for their age in mathematics and approximately two-thirds in English, an improvement of approximately 50% on the previous year. This improvement is reflected in other year groups, particularly in Year 4 and Year 5. Overall progress is satisfactory with increasing pockets of good progress where teaching is strong. Pupils with special educational needs and/or disabilities receive good support and so they make similar progress to others in their class.

Pupils say they feel safe and are confident to approach an adult should they have a problem. Their awareness of the benefits of exercise and a healthy diet is good. Pupils are developing their contribution to the school community through responsibilities, for example, as members of the school council, though this is at an early stage. Despite the school's considerable efforts to encourage good attendance, and pupils' clear enjoyment in school, attendance is low. Pupils' satisfactory progress in basic skills, good opportunities to work together and established links with the high school mean that pupils are adequately prepared for the next stage of learning.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
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
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	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

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?

Teachers give pupils much encouragement to enhance their self-esteem and this promotes a good work ethic, with pupils wanting to do their best. The better lessons move at a brisk pace, with clear time limits, so pupils stay on task and make good progress. Pupils are given good opportunities to discuss their ideas with a partner and to explain their thinking to the whole class to help them to develop their understanding. In the lessons where progress is satisfactory teachers spend too much time talking before involving pupils more actively in their own learning. Teaching assistants provide skilled support to those pupils who need a little more help so that they are fully included in lessons. Teachers mark work regularly but do not always give pupils guidance on what they need to do to improve.

The curriculum is broad and balanced and generally meets pupils' needs. However, in some classes there is an overuse of worksheets which pupils find uninspiring and which do not always match their needs. The development of literacy skills in specific lessons and in other subjects is given a high priority so there has been a good improvement in writing over the past year. Information and communication technology skills are taught systematically and these are used well to support learning in other subjects. The school is working to link subjects together to make learning more interesting and relevant and this is sometimes enhanced by visits, for example, to London and Liverpool. Additional activities such as Indian Dance workshops and a suitable range of after-school clubs extend pupils' learning and broaden their horizons.

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The school provides a warm and welcoming environment where staff know pupils well as individuals. Pupils with special educational needs and/or disabilities are identified at an early stage and receive good support to help them achieve. Their individual educational plans are presented in a child-friendly way so pupils can understand what they need to do to improve. The most vulnerable pupils are well supported, enabling them to be fully included in all activities. Arrangements for children moving into the Nursery from the Children's Centre are developing and there are well-established links with the high school to smooth pupils' transition to the next stage.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The new headteacher, ably supported by the deputy headteacher, has a clear vision of how to take the school forward. Morale is improving with staff supporting change. Rigorous monitoring of the school's work has helped to identify areas for improvement. Monitoring of teaching is developing although the response to weaknesses is not yet fully effective. Other leaders are developing their monitoring roles and starting to bring about improvements. For example, some weaknesses in mental mathematics are being addressed with practical support from the local family of schools. Attainment is starting to rise. There is a clear management focus on working in teams, for example, on developing the curriculum, so that all staff feel involved.

The governing body provides satisfactory leadership and is moving forward after a period of considerable change in personnel and structure. Recent analysis by the governors shows a more informed understanding of their role and what the school needs to improve. Governors are working closely with the headteacher to evaluate progress to meet the targets within the school improvement plan. They are aware of their responsibilities for ensuring the safety of pupils and staff and the required policies and procedures for safeguarding pupils are in place.

Parents and carers who returned questionnaires are overwhelmingly supportive of the school. Regular newsletters and workshops keep parents and carers informed. However, a small minority have not yet responded positively to the many efforts and requests to send their children to school each day. Strong links within the family of schools, including the shared employment of a teaching and learning consultant, have helped to benefit pupils. Links with the integrated Children's Centre are developing.

Equal opportunities are satisfactory. Very occasional instances of racist remarks are dealt with swiftly and effectively. Pupils with special educational needs and/or disabilities are

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fully included and the more-able pupils are starting to be being more challenged to work at a higher level.

Community cohesion is satisfactory. The school has good links with the local family of schools to extend cultural and sporting opportunities. It is building on the knowledge and expertise of parents and carers new to the country, for example, visiting the local Polish shop. Recent links with an orphanage in Kenya are helping pupils to be aware of the lifestyles and needs of others.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children enter Nursery with a range of skills that overall are much lower than is typical for their age. They make good progress and are working close to the expected level for their age by the time they enter Year 1. This shows a steady and sustained improvement, year-on-year, since the last inspection.

Adults plan a good range of purposeful, practical activities in all areas of learning, that show a good understanding of how young children learn. Letter sounds and numeracy skills are taught systematically and well, particularly in the Reception Year, so children make good gains in their learning. There are many activities to encourage children to develop their writing skills, for example, writing letters to Robin Hood using a quill pen, and the more-able children are able to write several sentences independently. Children in the Nursery have ready access to a vibrant outdoor learning area where they enjoy vigorous exercise and other activities. The outdoor area for children in the Reception Year is developing well. There are good procedures for assessing children's progress and the information is used well to provide appropriate challenge and support for individuals.

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Management is effective and links with the adjacent Children's Centre are developing to help children settle into school. Systems for safeguarding children are in place and staff are suitably trained. Nursery and reception teachers currently plan programmes of work separately but the school recognises the need to work more closely together to coordinate provision across the Early Years Foundation Stage.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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	3

Views of parents and carers

Approximately 12.5% of parents and carers returned a completed questionnaire, which is well below average. They are overwhelmingly positive about the school. Inspectors found that pupils do enjoy school and that they are making satisfactory progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newlands 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 32 completed questionnaires by the end of the on-site inspection. In total, there are 241 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	53	13	41	2	6	0	0
The school keeps my child safe	16	50	14	44	2	6	0	0
My school informs me about my child's progress	12	38	16	50	3	9	0	0
My child is making enough progress at this school	12	38	18	56	1	3	0	0
The teaching is good at this school	10	31	20	63	1	3	0	0
The school helps me to support my child's learning	10	31	18	56	3	9	0	0
The school helps my child to have a healthy lifestyle	11	34	19	59	2	6	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)	9	28	20	63	1	3	0	0
The school meets my child's particular needs	14	44	16	50	0	0	0	0
The school deals effectively with unacceptable behaviour	10	31	18	56	3	9	0	0
The school takes account of my suggestions and concerns	11	34	16	50	4	13	0	0
The school is led and managed effectively	16	50	13	41	1	3	0	0
Overall, I am happy with my child's experience at this school	16	50	14	44	2	6	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 31 December 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 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">■ 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.



22 June, 2011

Dear Pupils

Inspection of Newlands Primary School, Normanton, WF6 1BB

Thank you for making us so welcome when we visited your school. You are polite, friendly and well-behaved and we were grateful when you helped us to find our way around school. Well done!

We think that Newlands Primary is a satisfactory school. This means that there are many good things about it and some things that could be improved. Teachers give you a lot of encouragement so that you have the confidence to try and there is always an adult to give extra help to those who need it. Children make a good start in the Early Years Foundation Stage and the majority of pupils in Year 6 are now working at the level expected for their age in English and mathematics by the time they leave. Many lessons are interesting so that you enjoy learning, I could see that pupils in Years 5 and 6 were keen to work quickly so that they could solve the numeracy problems before the teacher.

I have suggested two ways in which Newlands Primary School can be even better. These are to:

- improve the standards you reach in English and mathematics by the time you leave Year 6
- work with your parents and carers to make sure that more of you come to school every day.

I hope you continue to enjoy school.

Yours sincerely

Shirley Herring

Lead inspector

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