

Newlands Junior School

Inspection report

Unique Reference Number	122453
Local Authority	Nottinghamshire
Inspection number	380475
Inspection dates	27–28 September 2011
Reporting inspector	Richard Marsden

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	148
Appropriate authority	The governing body
Chair	Tracy Asher
Headteacher	Christopher Newton
Date of previous school inspection	24 March 2009
School address	Braemar Road Forest Town Mansfield NG19 0LN
Telephone number	01623 480440
Fax number	01623 480441
Email address	office13@newlands.notts.sch.uk

Age group	7–11
Inspection date(s)	27–28 September 2011
Inspection number	380475

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 information 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'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

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 two additional inspectors. They observed seven lessons taught by five different teachers. They spoke with parents and carers and held meetings with staff, pupils and members of the governing body. They observed the school's work, and looked at safeguarding documentation, attendance records, information on pupils' attainment and progress, the curriculum, the school's self-evaluation and planning, as well as responses to questionnaires from 49 parents and carers, 14 staff and 137 pupils.

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

- Do the attainment and progress of pupils reflect any overall trends or variations between different groups?
- How effectively has pupils' attendance improved since the last inspection?
- Is the school making better provision for pupils' personal development by giving them more opportunities to take on responsibilities than was the case at the last inspection?

Information about the school

The school is smaller than the average junior school. Most pupils are of White British heritage, and the proportion from minority ethnic groups or who are currently learning English as an additional language is well below the national level. The percentage of pupils with special educational needs and/or disabilities is above average, although the percentage with a statement of special educational needs is below the national figure. The proportion of pupils who are known to be eligible for free school meals is almost double the national rate. The school holds the Activemark award and has attained National Healthy Schools Gold status.

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 which provides a good standard of education for its pupils. They join the school with attainment in English and mathematics which is below average and make good progress so that by the end of Year 6 their attainment is in line with the national average. Pupils' attainment in reading and mathematics is higher than it is in writing, although some high-attaining pupils are not sufficiently challenged in English and mathematics so that, compared with national figures, relatively few of them reach the higher Level 5 attainment by the end of Year 6.

The school places a strong emphasis on the promotion of pupils' self-esteem and confidence, and parents and carers speak highly of the 'family atmosphere' in which their children thrive. The school takes its duty to keep children safe extremely seriously and pays meticulous attention to all aspects of safeguarding. Pupils say confidently how safe they feel in school. They feel safe from bullying and any form of harassment. They feel that adults care about them and are ready to listen to any concerns they might have.

Pupils' exemplary behaviour makes an excellent contribution to their learning. They help draw up the school's behaviour code each year and respond very well to the high expectations of the staff. This means that they learn in a calm environment where courtesy and consideration are the norm. As a result of the high quality information they receive, pupils show clear insight into what it means to adopt a healthy lifestyle. They told inspectors in detail how they look after themselves through healthy eating and taking regular exercise. They understand the dangers of smoking and of drug abuse. Inspectors observed many of them eating healthy snacks at break time, and a large proportion walk or cycle to school and take part in after-school sport.

School leaders have a clear understanding of the school's context and the part it plays in its local community, but have not yet provided opportunities for the school's contribution to extend further afield. Although pupils show curiosity about the world, they do not have opportunities to interact at first hand with children or adults from contrasting communities. For example, there are no links with other schools in other parts of the United Kingdom or abroad. Therefore, pupils' understanding and insight into the cultural diversity of the modern world is only satisfactory.

The school has been effective in tackling the issues for improvement raised at the last inspection. Strategies to raise attendance have begun to have a positive impact.

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 have been some notable improvements as a result of the school's work with families who had not previously seen the value of their child's regular attendance. Pupils now have more opportunities to take on responsibilities. They say they enjoy taking on tasks and duties and show a pride in serving their community in this way. All aspects of the school are kept under rigorous review, and decisive action is taken when areas for improvement are found. For example, girls' attainment in reading and mathematics was not as high as in that of boys, but the school's decisive strategies to address this have been successful and the gap in attainment between boys and girls has closed. The school has investigated in great detail other recent areas of uneven performance, and has made sure that they do not indicate any trends. The school therefore has good capacity to improve further.

What does the school need to do to improve further?

- Raise attainment in English and mathematics from average to above average by
 - ensuring that pupils' attainment in writing matches their attainment in reading and mathematics
 - providing greater challenge to high-attaining pupils so that more of them reach National Curriculum Level 5 by the end of Year 6
- Strengthen pupils' cultural awareness and the school's contribution to community cohesion by creating opportunities for pupils to have first-hand interaction with people from contrasting communities in the United Kingdom and overseas.

Outcomes for individuals and groups of pupils

2

Pupils' attainment in reading, writing and mathematics, when they join the school, is below the national average. They make good progress so that by the end of Year 6, attainment is in line with the national norm. The school is aware that pupils' attainment in writing is not as high as in other subjects and has developed strategies to address this. There has been some unevenness in the attainment of different groups in recent years. The school now has stringent processes to identify any such differences and rectify them, and inspection evidence revealed no discernible trends in the progress rates of different groups currently in school. Boys and girls make equally good progress, as do pupils from minority ethnic backgrounds and the large percentage of pupils known to be eligible for free school meals. Pupils with special educational needs and/or disabilities and pupils who are learning English as an additional language also make good progress because of the effective additional support they receive and the care with which work is matched to their needs.

In lessons, pupils achieve well because tasks are tailored to their interests, and keep them purposefully occupied. In one outstanding English lesson some of the youngest pupils were very highly motivated when they were asked to read articles from actual

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

newspapers. Their confidence grew markedly when they realised that they could understand 'grown-up' texts on topical subjects. In another English lesson pupils became deeply engrossed by the subject matter the teacher had chosen - daily life for an astronaut in space. This engaged their interest very well as they prepared for a writing task so they were able to demonstrate rapid progress. Both boys and girls were equally well engaged.

Pupils' excellent behaviour makes a major contribution to the effectiveness of their learning. They respond well to praise and encouragement, and show respect to each other and to visitors. Pupils say confidently how safe they feel at school. They are confident that any bullying or racist incidents would be decisively handled by teachers if it occurred. They have an excellent understanding of such things as road safety and internet safety, and can explain readily how taking exercise and eating the right kinds of food can lead to a healthy lifestyle. Older pupils understand the dangers of smoking, alcohol and drug abuse. Pupils enjoy making a difference to their school through the school council, or taking on different responsibilities within school. They have opportunities to contribute to their local community, although their involvement with communities further afield is under-developed.

Pupils' developing literacy and numeracy skills contribute to future economic well-being. They often work in teams and groups and have opportunities to apply their basic skills, including information and communication technology (ICT), to real-life situations. Pupils respond well to opportunities for thought and reflection. They are inquisitive about the world around them, but they have a limited understanding of the lives of people whose values and beliefs are different from their own and the cultural diversity of the modern world.

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	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
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
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	3

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

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

contribute to their future economic well-being	
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teachers' effective planning ensures that classrooms are active learning environments where pupils become engrossed in their work. Lessons move at a good pace and teachers use visual aids and hands-on activities to enliven their explanations. Pupils enjoy opportunities to explore ideas in pairs or groups before starting to work individually. Links between different subjects and with 'real life' are strong, and this increases pupils' motivation. Tasks are varied so that they engage and maintain pupils' interest. Teachers and pupils use ICT competently to promote learning. Teaching assistants are well organised and are proactive in offering support, mostly within classes but sometimes on a one-to-one withdrawal basis. Their contribution ensures that pupils with special educational needs and/or disabilities progress well. The school has systems in place which identify promptly any pupils whose progress is not on target, so that they can receive support to help them catch up. Teachers provide good ongoing feedback in lessons. They are particularly skillful in asking questions which make pupils think hard about their work. They mark work conscientiously, giving helpful comments which show pupils what they need to do next to improve.

The curriculum supports the development of core skills, and there are effective links between subjects to ensure that literacy and numeracy are covered across all subjects. Pupils enjoy learning Spanish, and participation in out-of-school activities, including a variety of sports, is good. Pupils enjoy a range of visits which include a residential stay where they can take part in adventurous, confidence-building activities. The school ensures that all pupils, including those known to be eligible for free school meals and those with special educational needs and/or disabilities, have the opportunity to take part. The breakfast club provides a purposeful start and end to the day for those who use it.

Care, guidance and support make a good contribution to pupils' development. Pupils are known and valued as individuals and the school's emphasis on raising self-esteem and fostering self-belief allows pupils from all backgrounds to thrive. Teachers ensure that children settle in quickly when they first join the school, and older pupils are well prepared to transfer to secondary school. Inspectors saw detailed evidence of the high quality of support the school provides for pupils and families who face challenging circumstances.

These are the grades for the quality of provision

The quality of teaching	2
--------------------------------	----------

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

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?

Senior leaders communicate high expectations and staff work well together as a team. There has been improvement in areas highlighted at the last inspection, as well as in priorities identified by the school's detailed self-review. Leaders monitor the quality of teaching rigorously, but do so in a supportive atmosphere which motivates staff and strengthens their ambition to improve outcomes for pupils. The governing body fulfils its statutory responsibilities and is very well informed and organised. Members are well known by parents and carers in the local community and are closely involved in the day-to-day life of the school. Individual governors have links with individual subjects, for example. They can give telling examples of how they have offered challenge to the headteacher to shape the school's direction. Safeguarding and the safety of pupils feature prominently across all aspects of the school's work. They are kept under tight review, and record keeping is meticulous and highly effective. Swift and decisive action is taken whenever any areas for improvement are spotted. The school's close links with outside agencies to promote safeguarding and child protection are exemplary.

Parents and carers were very quick to tell inspectors how approachable the school is if they have concerns. The school communicates well with them through a variety of means and welcomes them in. It works hard to include parents and carers who might traditionally find it difficult to engage with school, and those who have not yet seen the value of their child's regular attendance at school.

The school draws on a wide range of partners to enhance its provision. Teachers work with colleagues from other schools and the local authority to ensure that they have a common understanding of national standards. There are sporting and musical activities in common with local schools, but not, as yet, any links with schools further afield. The school draws on a range of other agencies to support families who may find themselves in challenging circumstances. The headteacher plays a leading role in sharing expertise with other schools in the teaching of pupils with special educational needs and/or disabilities.

In promoting equality of opportunity and tackling discrimination, governors and the leadership team monitor the school's work very effectively to ensure that no pupils miss out on what it has to offer. The headteacher and staff have a very well informed understanding of the school's context and the contribution it can make to the cohesion of the community which it serves. Leaders are aware that opportunities to extend pupils' horizons beyond the local community are not yet in place.

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	1
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

Responses to the questionnaire show very high levels of satisfaction among parents and carers with all aspects of the school, particularly leadership and management, the way the school keeps their child safe and the way it meets children's particular needs. All say that their child enjoys school. A few parents and carers expressed concern about individual issues. Inspectors looked at these carefully and, after close investigation, were satisfied that they were not indicative of any wider concerns.

Several parents and carers added comments praising the school and staff. The following were typical:

'My son joined the school in September and has been made to feel very welcome.' 'I am very happy with the way they have helped with some problems my child had.'

'Overall very impressed with the school in all its aspects.'

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newlands 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 148 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	59	19	39	1	2	0	0
The school keeps my child safe	31	63	17	35	0	0	0	0
The school informs me about my child’s progress	19	39	25	51	2	4	0	0
My child is making enough progress at this school	25	51	21	43	2	4	0	0
The teaching is good at this school	26	53	21	43	0	0	0	0
The school helps me to support my child’s learning	22	45	25	51	0	0	0	0
The school helps my child to have a healthy lifestyle	26	53	22	45	1	2	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)	24	49	22	45	0	0	0	0
The school meets my child’s particular needs	28	57	20	41	0	0	0	0
The school deals effectively with unacceptable behaviour	24	49	21	43	2	4	0	0
The school takes account of my suggestions and concerns	24	49	22	45	1	2	0	0
The school is led and managed effectively	33	67	14	29	0	0	0	0
Overall, I am happy with my child’s experience at this school	27	55	21	43	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).

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.



29 September 2011

Dear Pupils

Inspection of Newlands Junior School, Mansfield, NG19 0LN

A huge 'thank you' to everyone for the lovely warm welcome you gave to us when we visited your school. We came to find out what your school does well and how it might be improved. This is what we found:

- You go to a good school. You make good progress and by the end of Year 6, the standard of your work in English and mathematics is in line with what is found in most schools in England.
- Your behaviour is outstanding. It plays an important part in helping people get along together and learn effectively.
- You told us that you feel very safe in school. You also know how to keep yourselves fit and healthy.
- Your teachers plan interesting and fun lessons which keep you engaged and help you to make good progress.
- Your parents and carers are very pleased with your school.

We found that some of you would like to have harder work, so we have asked your teachers to make sure that more of you aim for level 5 in English and mathematics by the end of Year 6. We also want them to make sure that you do as well in writing as you do in other subjects. We have suggested that teachers set up links with other schools in different places so that you can learn from each other about how different people live.

You can all play your part in helping your school to improve by continuing your excellent behaviour and hard work. I wish you all well for the future.

Yours sincerely

Richard Marsden

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.**