

Newlands Primary School

Inspection report

Unique Reference Number	116080
Local Authority	Hampshire
Inspection number	379197
Inspection dates	4–5 October 2011
Reporting inspector	Andrew Saunders

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	188
Appropriate authority	The governing body
Chair	Robert Challis
Headteacher	Carl McCarthy
Date of previous school inspection	31 March –1 April 2009
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons taught by seven teachers, and held meetings with senior leaders, groups of pupils, staff and members of the governing body. They also spoke informally to parents and carers, as well as with pupils and staff. Inspectors looked at pupils' work, the school's systems to track pupils' progress, school policies and procedures and records of school leaders' monitoring of teaching and learning. Minutes from meetings and the school improvement plans were reviewed and inspectors considered the responses of parents and carers in the 83 questionnaires returned, as well as responses from pupils and staff.

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

- How effectively has the school raised attainment, particularly for girls and more-able pupils, and in mathematics?
- Are agreed strategies implemented consistently to improve teaching and match work closely to the needs of pupils?
- How well has the Early Years Foundation Stage been improved?
- Are leaders effectively conveying a shared vision for the school that is improving outcomes for pupils?

Information about the school

Slightly smaller than average, Newlands Primary School is located in a residential area of Yateley. The proportion of pupils known to be eligible for free school meals is below average. Almost all pupils are from a White British heritage; very few pupils are from a range of other backgrounds. The proportion of pupils with special educational needs and/or disabilities is below average. These pupils include those with moderate learning difficulties, and behavioural, emotional and social difficulties. The Early Years Foundation Stage comprises a Reception class. The school has achieved the International School award and the Rights Respecting School award, among many others. There is a privately run pre-school on the school site; this is subject to a separate inspection.

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

Since the last inspection the headteacher and his senior leadership team have ensured that the school continues to pursue ambitious targets for the pupils. Together with the staff they have improved teaching and the curriculum, and ensured that the care, guidance and support pupils receive are of the highest order. Consequently, pupils make good progress and reach standards of attainment which are above average.

- Strategies to raise attainment in mathematics have been particularly successful, including for more able-pupils, and over half of Year 6 pupils reached the highest levels in recent national tests.
- Results in English have also risen, although more so in writing than reading.
- Senior leaders have established good systems to track the progress pupils make, and have accurately identified those who need additional support or challenge. Good progress from their starting points means that pupils' achievement is good.
- The attainment of girls was an issue in results in national tests, but the school quickly identified this and put in place strategies to tackle it successfully. As a result, boys and girls are now making similar progress.
- There is a strong sense of shared responsibility for developing the curriculum and improving teaching. Accurate assessment of how well pupils are doing is mostly used well to set appropriate targets and activities for each pupil. However, this is not yet consistent across the school.
- In most of the lessons seen, pupils worked hard and pushed themselves to do their very best work. However, in a small minority of the lessons there is too much teacher explanation and pupils are overly reliant on adults to make sure they are focused and making as much progress as they should.
- The exceptional care, guidance and support for pupils mean that a number of outcomes are outstanding. Pupils feel very safe, their behaviour is excellent and they are very keen to make a difference to their own and the wider communities. Their excellent spiritual, moral, social and cultural development is shown, for example, by the way pupils respond to opportunities to reflect on the world around them, and their appreciation for the different cultures they know about.
- Pupils said that teachers make learning fun because tasks are often based on real-world examples, and they have the opportunity to learn outdoors.
- Pupils' considerable enjoyment of school means that their attendance is high. Many parents and carers said that their children are enthusiastic about coming

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into school in the mornings.

- Pupils are very well informed about the lifestyles and beliefs of others, and pupils get along with one another very well. They have an excellent grasp of the diversity of cultures within the United Kingdom, as well as the wider world.
- The environment for the Early Years Foundation Stage has been developed thoughtfully since the last inspection. All areas of learning are well provided for, with a good range of adult-led and child-initiated activities both indoors and outdoors.

The headteacher and senior leaders have accurately evaluated the work of the school and have ensured that the issues raised at the previous inspection have been tackled. Good achievement and the outstanding outcomes for pupils, alongside the strong support of members of the governing body, mean that the school has good capacity to sustain and bring about further improvements.

What does the school need to do to improve further?

- Further raise attainment across the school, within a year, by ensuring that:
 - pupils develop greater independence in directing their learning
 - best practice in assessment is applied across the school.

Outcomes for individuals and groups of pupils

1

Children have a broad range of skills and knowledge when they join the Early Years Foundation Stage; overall these are similar to those expected for their age. By the end of Year 6 they have made good progress in English and mathematics. Different groups of pupils make broadly similar progress. More pupils than seen nationally reached the highest levels in mathematics last year due to the effectiveness of teaching strategies introduced. In addition, these strategies have enabled some pupils to work well beyond these highest national assessments levels. Pupils typically greatly enjoy the work they are given to do. For example, Year 4 pupils made excellent progress in a variety of writing tasks setting up a travel agency to promote the imaginary worlds they had created. However, there are occasions when pupils rely too much on the adults around them to maintain the pace of their learning or the level of challenge they are working on. Pupils with special educational needs and/or disabilities are effectively supported by well-informed adults, and the excellent partnerships the school has forged. The programmes used to help them are increasingly well focused, particularly in reading and writing, because their effectiveness is carefully monitored. Consequently, they make good progress.

Pupils are very confident in the advice they are given about staying safe; they readily identify situations which may be risky and have an excellent understanding of what they can do to stay safe, for example outside of school. Behaviour is excellent, particularly during break times; pupils encourage each other to remember the golden rules they have helped to develop, and are supportive of those who may feel upset. Pupils are fervent about respecting the rights of others, and well aware of their own

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contribution towards this, which helped the school to achieve the Rights Respecting School award. Pupils said that bullying almost never happens, and they were confident that any incidents would be dealt with quickly, because the adults care for them so well. Older pupils are particularly caring towards younger pupils and thrive on the many responsibilities they can take on. For example, older pupils help run the healthy snack shop, and younger pupils are ambassadors for their age group. Other pupils enjoy raising funds for charities, or helping to tidy up the local area. A number of pupils are particularly talented in sports and music and the school has been successful in a number of competitions. Pupils are very positive and knowledgeable about cultures other than their own. They give assurance and support to each other and consequently all feel fully included in activities, friendships and opportunities. They highly valued their visit to a school that is very different from their own and spoke meaningfully about their friends there, as well as their friends in a school in Kenya. The school council meets regularly and provides an effective way for pupils to make their views known and to help the school improve. Pupils’ exceptional spiritual, moral, social and cultural development is due in part to the excellent links with a range of partners, including churches and other places of worship.

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	1
Pupils’ behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
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	1
The extent of pupils’ spiritual, moral, social and cultural development	1

How effective is the provision?

The well-developed systems to collect and analyse information about how well pupils are doing mean that teachers have a clear picture of their needs. In most of the teaching this information is used effectively to inform planning including setting targets that provide pupils with an accurate indication of what they need to do next.

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

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The good progress seen in most lessons is further promoted by helpful comments in pupils’ books, and the fact that pupils are usually expected to respond to these. Most lessons proceed at a good pace and are highly engaging because of the interesting topics being studied. In a small minority of lessons planning does not always match individual needs sufficiently well, including providing opportunities to learn independently.

The curriculum places a strong emphasis on real-world examples, such as a Year 2 lesson where the pupils enjoyed an airport experience, with a range of tasks including literacy and numeracy. The development of information and communication technology skills is usually carefully integrated into the topics pupils study. Opportunities to extend the curriculum beyond the classroom are well organised and give pupils good experience of the wider world of work and enterprise. They spoke highly of the residential trips and the trip to another school in Birmingham. The wide range of clubs, activities and the badges they can earn ensure they have highly positive attitudes to learning. A strong partnership with some governors helps to encourage pupils to develop excellent mathematical skills. The curriculum is being developed further to take more account of the views of pupils.

Adults in the school know the pupils exceptionally well as individuals, and go to great lengths to ensure their particular needs are sensitively met. Pupils feel they are listened to and that they can talk with adults if they are worried about anything. The school has sought out and developed strong partnerships to provide pupils with the support they may need. For example, transition arrangements are highly effective because links with the senior schools are extensive. Extension opportunities for pupils who are gifted and talented have been created in conjunction with another school. Those who have behavioural, emotional and social difficulties are particularly well supported through one-to-one support that helps them to explore how they feel and understand how they can change their responses.

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	1

How effective are leadership and management?

The headteacher and senior leaders continue to develop robust systems to gather and evaluate accurate information about the work of the school, and decide on the best ways to raise attainment further. There is a relentless determination to improve further and a strong sense of partnership among the staff who are increasingly sharing good practice. There is an intense focus on ensuring that all groups of pupils

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have the best possible opportunities. The school identifies and tackles any discrimination, and this is evident in the emphasis on the rights of each member of the school community, alongside their responsibilities. Safeguarding is given the highest priority; the school actively identifies best practice and implements this. Visits from the fire and rescue services and police help pupils to develop their personal safety. Parents and carers receive timely and accurate information about how well their children are doing, as well as the approaches the school uses to teach particular aspects, such as mathematics. There are many established means of communication between the school and parents and carers, as well as opportunities for them to support the school, which contribute to the excellent relationship with and highly positive views of parents and carers. The school makes an exceptional contribution to developing community cohesion, because of the excellent links which allow pupils to interact and communicate with other pupils who may be different to themselves, both within the United Kingdom and globally.

Governance is good. Members of the governing body bring a wide range of skills to support the school and have been instrumental in developing some of the strong partnerships that benefit the pupils. They are well informed because of the information they receive from the headteacher, their regular visits to the school, and because they listen to the views of the pupils. The governing body ensures it fulfils its statutory duties and is refining its ability to challenge the school where appropriate, alongside the strong support it provides.

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	1
The effectiveness of partnerships in promoting learning and well-being	1
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	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Since the last inspection, much work has been done to develop the outdoor area and this is now well used and enjoyed by the children. Children join the Reception class

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with skills and knowledge which are broadly similar to those expected for their age, although there is a wide range within this. They settle quickly because routines are well thought out to help them make the transition into school. Staff quickly pick up on the interests of the children and provide further opportunities by following up with good questions or providing appealing resources. For example, a group of children enjoyed working as a team to paint the fence, after planning and writing what equipment they would need. Adults use their observations of children’s learning to adapt their explanations and the activities available for children, although the data available are not yet analysed as thoroughly as in the rest of the school. Children make good progress and by the time they move into Year 1 their skills and knowledge are usually above average. Good leadership ensures that policies and procedures are reviewed and the environment and resources are engaging. Parents and carers greatly appreciate the information they receive about the curriculum and their children’s learning.

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	2

Views of parents and carers

The views of parents and carers reflected the highly positive views of the pupils. The number of responses received by the inspection team was above average. Almost all parents and carers were positive about most of the statements. A very small minority of parents and carers did not agree that the school deals effectively with unacceptable behaviour. Inspectors found that the school has well-established systems to deal with any behaviour which falls short of the high expectations the school sets. These are well understood by the pupils, who said that behaviour is almost always very good. However, in all the other questions, the responses were considerably more positive.

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 83 completed questionnaires by the end of the on-site inspection. In total, there are 188 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	71	23	28	1	1	0	0
The school keeps my child safe	66	80	16	19	1	1	0	0
The school informs me about my child’s progress	51	61	29	35	0	0	0	0
My child is making enough progress at this school	46	55	31	37	2	2	0	0
The teaching is good at this school	51	61	30	36	0	0	0	0
The school helps me to support my child’s learning	49	59	31	37	1	1	0	0
The school helps my child to have a healthy lifestyle	46	55	31	37	3	4	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)	42	51	35	42	0	0	0	0
The school meets my child’s particular needs	45	54	34	41	2	2	0	0
The school deals effectively with unacceptable behaviour	48	58	26	31	5	6	1	1
The school takes account of my suggestions and concerns	46	55	30	36	3	4	0	0
The school is led and managed effectively	61	73	17	20	0	0	2	2
Overall, I am happy with my child’s experience at this school	57	69	24	29	0	0	1	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	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.

6 October 2011

Dear Pupils



Inspection of Newlands Primary School, Yateley, GU46 6EY

We thoroughly enjoyed talking to you when we visited your school. Thank you for showing us the work you were doing and telling us what you think about your school. Many of you said that you love coming to school and we could see how much you enjoyed it. We have judged that it is a good school. These are some of the things we found.

- The headteacher and other staff make sure that you are very well cared for. As a result, you told us you feel very safe.
- You make good progress. By the end of Year 6, you develop skills and knowledge which are above average, particularly in English and mathematics.
- Many of you told us that the teachers make learning fun and that the work you are given to do is challenging.
- You know a lot about how to stay healthy and enjoy taking part in the many sports clubs after school. You really like being at school, you behave very well and your attendance is high.
- You make a great contribution to your school, by looking after each other and taking on lots of responsibilities; you can be proud of the things you do around school. You also do lots of things to help out beyond the school, for example by raising money for charities.
- You think carefully about spiritual matters as well as moral, social and cultural issues. You also know a lot about the beliefs and lifestyles of others, including about those at your link schools in Birmingham and Kenya.
- Those of you in the Reception class quickly settle in and become good learners because the adults give you things to do which you are interested in, both inside and in the outside area.

While there are so many good things about your school, the headteacher and other adults want to make it even better. We have asked your school to help you to do even better, by being more independent. You can help by taking more responsibility, to check that you are working as hard as you can and by coming up with your own ideas about how you would like to learn. We have also asked your school to make sure all the teachers fully use the information they have about how well you are doing when they are planning activities for you and setting you targets.

Yours sincerely
Andrew Saunders
Lead inspector

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