

Newlands Community Primary School

Moore Road, Barwell, Leicester, LE9 8AG

Inspection dates 23–24 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils develop good personal skills and reach levels in English and mathematics that are expected for their age.
- Teaching is good. Staff are enthusiastic and make learning interesting. They know pupils well.
- Pupils do best of all in reading. They enjoy books and read widely.
- Behaviour is excellent. Pupils feel safe and are very keen to learn.
- The school has good systems for checking how well pupils do and identifying those who could do better.
- Leaders link staff training to the school's needs well. Because of this, pupils' achievement and the quality of teaching are improving.

It is not yet an outstanding school because

- Progress in mathematics is not always as good as it is in English.
- Teachers do not always make sure that more-able pupils do their very best.
- Pupils do not have enough chance to think about how well they are doing or what they should know by the end of lessons.
- Systems for checking the quality of teaching are not leading to enough outstanding teaching.

Information about this inspection

- Inspectors observed 20 lessons or parts of lessons, of which two were joint observations with the headteacher, and one assembly. Thirteen members of staff were seen teaching.
- Meetings were held with groups of pupils, members of the governing body, school leaders and staff. Discussion was held with a representative of the local authority.
- Inspectors spoke to pupils during lessons about their work, looked at their books and listened to pupils read.
- Inspectors took account of seven responses to the online questionnaire (Parent View) and spoke to parents and carers at the start of the school day.
- Inspectors analysed responses from 14 questionnaires completed by school staff.
- Inspectors observed the school’s work, looked at progress and attendance data, improvement plans, evidence of the monitoring of teaching, and documents relating to safeguarding.

Inspection team

Vivienne McTiffen, Lead inspector

Additional Inspector

Elizabeth Needham

Additional Inspector

Terry Mortimer

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The majority of pupils are of White British heritage.
- The proportion of pupils supported at school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for free school meals and for whom the school receives additional income (the pupil premium) is above average.
- The school meets the government floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.
- Children of Early Years Foundation Stage age are taught in a Reception and mixed Reception and Year 1 class.
- The school runs a breakfast club which is managed by the governing body.
- Pupils are educated on-site. There is no regular alternative off-site provision.
- The school received the International Schools (Intermediate) award in 2011.

What does the school need to do to improve further?

- Raise achievement in mathematics so it is more in line with reading and writing by:
 - giving pupils more chance to do practical and problem-solving activities in mathematics and other subjects
 - strengthening the role of leaders so they are clear about what pupils are learning and the quality of teaching in mathematics.
- Increase the proportion of outstanding teaching by:
 - giving pupils more opportunities to think about how well they are doing and understand how their learning links to the aims of the lesson
 - making teaching more varied so more-able pupils have a better chance to speed up their progress and do their very best
 - giving better guidance to teachers so they know how to improve their teaching to be outstanding.

Inspection judgements

The achievement of pupils

is good

- Children start in the Reception classes with skills that are lower than those expected for their age. They grow in confidence and acquire early reading, writing and number skills which prepare them well for their learning in Year 1, although their level of achievement is still lower than expected.
- By the end of Year 6, standards in reading, writing and mathematics are average. The school's data and work in books shows that pupils are beginning to do even better. Improvements in writing are filtering through the school and pupils are doing well. This is because the school ensures pupils have interesting things to write about.
- Pupils do best of all in reading. They say they find books interesting and enjoyable. They say they particularly like to work in the attractive 'Learning Hub', using books and computers for research, which they do independently and with great confidence.
- Pupils use their reading and writing skills well in other subjects. For example, during the inspection, pupils in Year 2 found out about castles before writing their own information books. In Years 5 and 6, reading about life in the workhouse prompted pupils' letter writing in a topic about the Victorians.
- In mathematics, pupils add, subtract, divide and multiply competently but they do not get enough chance to use their mathematical skills as much as they use their reading and writing. They do not do enough practical tasks or problem solving in mathematics or other subjects.
- Pupils do well in art, information and communication technology (ICT) and French. They take part enthusiastically in exciting whole-school activities and residential visits which promote their team-building and group-working skills well. As a result, they acquire well-rounded personal skills.
- Disabled pupils and those who have special educational needs receive extra help so they make small steps towards successfully achieving their individual goals. Those who find good behaviour more difficult respond very well to adults, who are skilled at helping them to improve.
- Additional funding for those pupils known to be eligible for free school meals provides extra adult help and resources. Spending is well matched to what individual pupils need and makes a positive contribution to raising achievement, especially in reading. As a result, pupils are catching up with their classmates and some do better than similar pupils nationally.

The quality of teaching

is good

- Teachers give pupils plenty of chance to share their ideas, developing reasoning and thinking skills well. For example, during the inspection, pupils made good progress in understanding how to round up numbers because the teacher encouraged everyone in the class to discuss their answers.
- Teachers use resources, including computers, well to motivate learning. There is no time wasting and pupils know how long they have to complete their work. Tasks are usually well matched to ability but, sometimes, the same approach is used for all pupils. This limits the chance for more-

able pupils to work at a quicker pace and excel.

- Relationships are good and pupils' efforts are valued. Teachers praise pupils' contributions and follow up with good questions to extend pupils' understanding. Staff know what individual pupils need to help them learn, and behaviour is managed consistently well.
- Teachers often offer tips on how to make work better, and pupils say comments in their books really help them know how to improve. In some instances, pupils consider how well they are doing for themselves, but this good practice is not evident in all classes and subjects.
- At the start of lessons, teachers explain the aim of the lesson and what pupils will be learning about. Teachers do not always sufficiently check that pupils really understand how the aim of the lesson links to their work and what they should know by the end of the lesson.
- In the Reception classes, staff create well-organised and inviting spaces where a range of interesting tasks nurture imagination and encourage children to try things out for themselves. Staff carefully check how well children are doing and quickly give extra help to those who need it.
- The teaching of reading has a high profile. Recent spending is paying off and standards are rising, especially for boys, because books have been carefully selected to interest them. Pupils benefit from reading with adults and regular sessions to learn about linking letters to sounds.
- Teaching assistants are fully involved in lessons, working skilfully with small groups or individuals. They often work closely with less-able pupils, disabled pupils and those who have special educational needs, building pupils' confidence and helping them to understand their work.

The behaviour and safety of pupils are outstanding

- Pupils say they are happy at school, and parents and carers agree. Pupils take their work very seriously, listen attentively in lessons and strive to succeed. They recognise the school helps them to do well, summed up by this pupil's comment, 'They don't give up on us – there is always the chance to improve.'
- Behaviour is excellent. Pupils know the difference between right and wrong because the school promotes moral development very well. They have a very strong sense of fairness and are highly tolerant towards those who find behaving well more difficult. The school's logs show these pupils make marked improvement over time.
- Pupils fully understand the school's rules and willingly accept them. For example, during the inspection, snowfall led to some restricted play spaces. Consideration towards others and acceptance of staff's wishes illustrated pupils' very positive attitudes.
- Pupils talk very sensibly about how to stay safe. They identify different forms of bullying and have every confidence in the guidance they get from the school, as one says, 'The headteacher doesn't put up with it.' Any issues that do arise are dealt with promptly. Discussions in assemblies and lessons help pupils to understand how to handle any concerns.
- There is a very strong sense of belonging. Pupils take a keen interest in new experiences and enjoy the contact they maintain with pupils abroad, reflected in the International Schools award, which helps them to understand lifestyles different to their own.

- Due to the school's concerted efforts, attendance is improving year on year and is currently above average. Pupils are keen to attend because they say they enjoy school. Leaders are making in-roads into helping parents and carers understand the effect of poor attendance on their children's learning.

The leadership and management are good

- The headteacher is a driving force behind improvement. Since the last inspection, pupils' achievement and the quality of teaching have improved. The headteacher recognises staff qualities and has united all in a common sense of purpose.
- Training given to staff helps to develop their teaching skills and matches the needs of the school well. Performance is checked regularly to identify where improvement is needed. Systems that leaders use to help staff to teach better do not give enough guidance on how to raise teaching to be consistently outstanding.
- The headteacher has created a dedicated leadership team which has a clear view of the school's strengths and weaknesses, although the checking of the quality of teaching and learning in mathematics is not as strongly developed as in English.
- Effective local authority support has successfully helped to develop leadership skills and establish good systems for checking how well pupils are doing. The headteacher involves all staff in checking regularly what pupils should achieve, leading to accelerated rates of progress.
- Leaders ensure a harmonious and happy school where all are valued. This, together with the way that additional funding is used to promote well-being and speed up the progress of any pupils in danger of falling behind, demonstrates the school's commitment to equality of opportunity.
- The school provides a good range of subjects for pupils of all ages, well supported by trips and visitors. During the inspection, children in the Reception classes wondered at an owl brought in to their classroom, and pupils in Year 2 spoke excitedly about a planned trip to a castle.
- Strong links with local and more distant communities add to pupils' experiences. There are good links with parents and carers and the daily breakfast club provides valuable facilities at the start of the school day.
- **The governance of the school:**
 - Governors know how well the school is doing and are fully involved in the drive to move it forward. Their regular visits focus on the school's priorities. They undertake training to develop their skills and make good use of expertise within their ranks. Governors are highly supportive of staff and understand how teachers' pay should be linked to the effect of teaching on pupils' progress. They are involved in arrangements for managing teachers' performance and decisions about staff development. Governors keep a close check on the budget, with recent spending authorised to improve the school premises. They know what effect spending, including the pupil premium, has on pupils' achievement because they check progress data. They carry out their responsibilities well, ensuring the regular review of policies and robust safeguarding arrangements that meet requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	119984
Local authority	Leicestershire
Inspection number	401896

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	259
Appropriate authority	The governing body
Chair	Lindsay Orton
Headteacher	Jane Millward
Date of previous school inspection	13 October 2009
Telephone number	01455 844369
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