

Newlands Primary School

Wakefield Road, Normanton, West Yorkshire, WF6 1BB

Inspection dates 11–12 July 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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Newlands is a school where every child matters. As a result, they are extremely happy, feel safe and enjoy school.
- Pupils have highly positive educational experiences that enrich their lives and prepare them well for the next stage of their education.
- Pupils' overall achievement is good. The school's rigorous systems for checking pupils' progress and a thorough scrutiny of pupils' work show that progress is rapidly improving and attainment is on track to continue to rise over a sustained period.
- Teaching is consistently good across the school and sometimes outstanding.
- From their very low starting points on entry to the school, all groups of pupils, including those eligible for the pupil premium, achieve well.
- The behaviour of pupils is good. Pupils take responsibility for their own behaviour. Their positive attitudes to their work are important characteristics in their success. Pupils feel extremely safe because they know that adults in the school care for them and help them if they have any problems.
- The curriculum offers a wide range of exciting experiences, including clubs during and after school, and local and residential visits. It makes a positive contribution to pupils' good spiritual, moral, social and cultural development.
- The highly dedicated and inspirational headteacher is ably supported by a skilled leadership team and an informed governing body in her successful drive to improve the quality of teaching. The staff are equally committed to providing pupils with the best education and care.

It is not yet an outstanding school because

- Teaching is not outstanding. It does not always offer enough challenge, especially for the more able, and as a result, this slows the rate at which pupils make progress.
- Pupils are not always provided with enough opportunities to write extensively in subjects other than English.
- There are insufficient opportunities for pupils to apply their mathematical skills to real-life and meaningful problem-solving activities.
- Teachers do not always insist on the highest standards of presentation in pupils' books. As a result, their work is not always presented neatly.

Information about this inspection

- Inspectors observed 16 lessons of which two were joint observations carried out with the headteacher and deputy headteacher. In addition, the inspectors made a number of short visits to lessons and listened to pupils read.
- Meetings were held with pupils from Years 1 to 6, the Chair of the Governing Body and two governors, senior leaders and a representative from the local authority. Short discussions were held with pupils at break times and lunchtime.
- Discussions were also held with 10 parents who agreed to meet with the inspectors because the responses to the online questionnaire (Parent View) were too few to be meaningful.
- The inspectors observed the school's work and took into account the work in pupils' books, the school's own data on pupils' current progress, the school's improvement plans, planning and monitoring information and minutes of governing body meetings. Records relating to behaviour, attendance and safeguarding were also considered.

Inspection team

Anthony Kingston, Lead inspector

Additional Inspector

Benedict Cox

Additional Inspector

Full report

Information about this school

- Newlands is an average-sized primary school.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils known to be eligible for the pupil premium is well-above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of pupils from minority ethnic groups is well below average.
- The proportion of pupils who speak English as an additional language is well below average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the last inspection, there have been many changes to staffing, including that of the leadership team.

What does the school need to do to improve further?

- Raise further pupils' attainment through increasing the proportion of outstanding teaching by:
 - ensuring that there is always sufficient challenge in the work provided in lessons, especially for the more able pupils
 - encouraging and expecting pupils to write at greater length across a range of subjects other than English
 - providing more well-planned opportunities, especially for more-able pupils, to apply their mathematical skills to problem-solving activities
 - ensuring that teachers have consistently high expectations of how pupils present their work in all subjects.

Inspection judgements

The achievement of pupils is good

- The overwhelming majority of children start school in the Early Years Foundation Stage with skills that are exceptionally low when compared to those typically expected for their age in most areas of learning, especially in reading, writing and communication.
- Children settle quickly when they start school. They make good progress throughout the Early Years Foundation Stage because of the skilful teaching, imaginative and purposeful activities and the sharp focus on speaking and listening to improve children's language and communication skills.
- At Key Stage 1, attainment has been consistently low for a number of years. Changes to the way classes are organised and an increase in the number of teaching assistants has resulted in pupils making rapid gains in their learning. As a result, attainment by the end of Year 2 has risen sharply. For example in 2012, the overall attainment of pupils at the end of Year 2 was four terms behind that of the national average. Attainment is now at its highest level since before 2008, being a little more than only one term behind the national average.
- At Key Stage 2, attainment has been historically low despite pupils' progress being good. Lesson observations, a thorough scrutiny of pupils' work and listening to pupils read show that pupils continue to make rapid progress. This has now led to dramatic improvements across the school, bringing pupils' attainment in English and mathematics to broadly in line with the national average.
- Reading is a priority throughout the school. Teachers have undertaken training to teach reading and, as a result, younger pupils apply their skills of linking letters to sounds (phonics) to tackle new and unfamiliar words with greater confidence. As pupils move through the school, they develop a love of books and are eager to discuss the moral and ethical issues within them. Almost half of all pupils in Year 6 make better than expected progress in mathematics. This is well above the national average. However, there are not enough opportunities for pupils to apply their mathematical skills to problem-solving activities.
- The handwriting of some pupils is untidy because there is no consistent style and teachers do not always expect the highest standards of presentation.
- Pupils eligible for the pupil premium, including those known to be eligible for free school meals, make the same progress and attain standards similar to those of their classmates in both English and mathematics.
- The school promotes and checks that all pupils have equality of opportunity. Different groups, including those who are disabled or who have special educational needs, those from different ethnic backgrounds and those who speak English as an additional language, make similarly good progress. This is because of the good quality support programmes and the structured guidance they receive.

The quality of teaching is good

- A well-thought-out programme of training and the addition of teachers who have been appointed since the last inspection have brought new strengths to the staff team that have improved the overall quality of teaching. As a result, teaching is consistently good and an increasing proportion is now outstanding.
- The school has invested in high numbers of teaching assistants to support pupils' learning inside and outside the classroom. They work in excellent partnership with teachers, providing effective support to ensure the needs of disabled pupils, of those who have special educational needs and of those who speak English as an additional language are all well met. Their support is highly effective in giving pupils a boost to their learning. This work is carefully checked, ensuring that no pupils fall behind in their work.
- In the best lessons, no time is wasted. Teachers' introductions are brief and focused and their

explanations are clear and precise. For example, in a lower Key Stage 2 class, the teacher and her team of teaching assistants each focused on groups with different needs. Within minutes of entering the room each had pupils working enthusiastically on drafting and redrafting character descriptions. They questioned and challenged the learning of each group without putting the learning of others on hold. This promoted the good progress of all pupils who relished having the time to share and develop a love of language. This greatly enhanced the quality of their work.

- Teachers use assessment information well in planning lessons and generally plan suitable activities that are at the right level of difficulty for pupils of all abilities. However, in some classes, pupils are not always moved on quickly enough nor made to think hard enough to further increase the rate at which they make progress, especially the more able.
- Much of the marking and feedback is of high quality. Pupils are given precise guidance on exactly what it is they need to do to further improve their work. They are expected to correct their work and, in the best practice, are expected to respond to teachers' marking. This makes a positive contribution to the increasingly rapid gains pupils make in their learning because the cause of their errors is quickly eradicated.

The behaviour and safety of pupils are good

- The school provides an exceptionally caring and supportive environment in which all pupils and their families are valued. Pupils and adults treat each other with respect and have a high regard for one another.
- In lessons, pupils behave well and are always ready to learn. They relish the many opportunities to become involved in group and independent learning, are eager to answer questions and offer their own views. Their positive attitudes make a significant contribution to the good progress they make.
- Pupils enjoy the opportunities for taking responsibility, for example, as playground friends and school councillors. They say that they feel valued because their views are respected.
- Teachers manage behaviour extremely well and resolve occasional issues swiftly and quietly. Relationships between pupils and adults are excellent. Pupils are carefully nurtured as individuals and those with behavioural difficulties learn how to regulate their own behaviour. Pupils are aware of all the different forms of bullying and reflect on the impact of their actions on others. Consequently, incidents of bullying are rare.
- Pupils feel safe in school and know who to turn to if they are worried about anything. They know how to keep themselves safe, including when using the internet.
- The school has been relentless in its pursuit of raising attendance. Levels of attendance continue to improve, although they are below the national average.

The leadership and management are good

- The drive and uncompromising leadership of the headteacher are key to this rapidly improving school. She and her senior leaders share a keen sense of responsibility and commitment to improving teaching and raising attainment. All staff share their high expectations and are fully committed to driving forward their ambitions.
- Leaders and managers know the school well. Their sharply focused and rigorous checks on teaching and learning drive improvement forward by tackling weaknesses quickly and successfully. This process has been supported by effective appraisal systems to review teachers' work which means only the most effective teachers have been promoted into positions that are enabling them to improve the quality of teaching across the school.
- The income received by the school to support pupils eligible for the pupil premium, including those known to be eligible for free school meals, is spent judiciously on a range of well-considered support, including additional teachers and teaching assistants who provide successful

one-to-one and small-group tuition and mentoring for these pupils.

- The curriculum is well planned, rightly focusing on teaching the basic skills of reading, writing and mathematics. It is enriched by visits and visitors and a wide range of cultural, musical and sporting activities. These make a significant contribution to pupils' high levels of confidence, self-esteem and their good spiritual, moral, social and cultural development.
- Topic-based learning means that English and mathematics are threaded imaginatively through pupils' activities. However, there are not enough opportunities for pupils to apply and develop their writing skills in subjects other than English or to apply their mathematical skills to problem-solving activities.
- The school enjoys a strong and effective relationship with the local authority, each sharing their expertise to improve provision and outcomes at Newlands and other local schools.
- The school has an excellent partnership with the majority of parents. This was exemplified by one parent who said, 'The teachers are brilliant. They put our children first and always go that extra mile to help them to be the best they can possibly be.' However, despite the school's efforts, a very few parents remain reluctant to engage in their children's education.
- **The governance of the school:**
 - Governors champion the school. They have an excellent understanding of data and through frequent formal and informal visits they have become increasingly aware of the quality of teaching and how it relates to pupils' progress. As a result, governors have a very accurate view of how well the school is doing and are able to challenge leaders rigorously. Governors keep a close check on the allocation and impact of any spending, including of the pupil premium funding. Governors ensure that reviews of teachers' work are linked closely to the progress and attainment of all pupils, to the standards expected of teachers and to teachers' pay scales. Safeguarding has a high priority and governors ensure that statutory requirements are met.

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	133318
Local authority	Wakefield
Inspection number	406511

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	228
Appropriate authority	The governing body
Chair	Mr T Kitching
Headteacher	Mrs C Carter
Date of previous school inspection	20 June 2011
Telephone number	01924 302585
Fax number	01924 302585
Email address	ccarter@newlands.wakefield.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 2013

