

Newland St John CofE Primary School

Beresford Avenue, Hull, HU6 7LS,

Inspection dates 16–17 July 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- From low starting points, pupils make good progress in their overall learning, during their time at the school.
- As a result of good teaching, pupils achieve well. Standards are broadly in line with the national average by the end of Year 6.
- All groups of pupils, including those who are disabled or with special educational needs, those known to be eligible for the pupil premium funding and those who speak English as an additional language achieve well. This shows the school's strong commitment to providing equality of opportunity and tackling discrimination.
- Pupils behave well in lessons. They are keen and enthusiastic learners, and strive to achieve their targets. Around the school, they are polite, and courteous, and play well together.
- Pupils are very confident that they are safe in school.
- Parents are strongly supportive of the school.
- The headteacher, senior leaders, and the governing body, have a clear view about what the school does well, and where it could do even better. They drive the quality of teaching, achievement, and the school purposefully forward. As a result, the school continues to improve.

It is not yet an outstanding school because

- Not enough pupils make more than the progress expected of them for achievement to be outstanding, particularly the most able in mathematics.
- Not enough teaching is outstanding, and a small amount requires improvement.

Information about this inspection

- Inspectors observed teaching and learning in 12 lessons taught by seven members of staff. Inspectors looked closely at a sample of pupils' written work. Inspectors also observed the teaching of phonics (letters and sounds that they make), and listened to a group of pupils read.
- Inspectors held meetings with senior and middle managers, groups of pupils and staff, and the Chair of the Governing Body. An inspector also met with a representative of the local authority, and spoke to parents.
- Inspectors took account of a wide range of documentation including: information on pupils' progress and attainment, the school's self-evaluation of its effectiveness and the development plan, the monitoring of teaching and learning, school records relating to behaviour and safety, and minutes of the meetings of the governing body.
- Inspectors took account of the 22 responses from the on-line questionnaire (Parent View), as well as 25 questionnaires returned by staff.

Inspection team

Peter Bailey, Lead inspector	Additional Inspector
Lesley Clark	Additional Inspector
James Mcgrath	Additional Inspector

Full report

Information about this school

- Newlands St. Johns is an average size primary school. The number of pupils on roll has risen rapidly, with a 16% increase in the school population in the last two years.
- Most pupils are British. However, there has been a significant increase in the proportion of younger pupils who speak English as an additional language, which has risen by 65% over the past two years.
- The proportion of pupils known to be eligible for the pupil premium funding is above the national average. The pupil premium funding 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 supported at school action is well above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs, is well above the national average.
- A greater number of pupils enter the school at times other than the usual starting points than in most other schools.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the already good teaching to outstanding by:
 - ensuring teaching has sufficient pace and variety to further accelerate pupils' progress
 - ensuring all teachers provide high quality written comments in their marking.
- Raise achievement further, in particular for the more able pupils in mathematics, by ensuring work is better matched their specific needs.

Inspection judgements

The achievement of pupils is good

- A large majority of children enter the Early Years Foundation Stage with knowledge and skills that are well below those expected for their age, especially in language, communication and personal skills. They make good progress in all areas of learning, and by the end of the Reception Year, over a third are working at the level expected for their age.
- Pupils, whose language skills are still developing, catch up quickly in Year 1 because the curriculum is tailored to suit their needs.
- Pupils make good progress in Years 1 and 2 in reading, writing and mathematics.
- Pupils who speak English as an additional language make good progress in their language development. They become confident communicators and are more able to access the curriculum, so that their attainment is similar to other pupils by the start of Key Stage 2. This demonstrates the school's effective commitment to promoting the equality of opportunity.
- Good progress is sustained in Key Stage 2. By the end of Year 6, attainment is broadly in line with that expected nationally.
- Pupils' achievement over time is stronger in English, reading and writing, than in mathematics. A recently introduced mathematics scheme is providing a greater focus for teachers and as a result, pupils' progress is accelerating. However, more-able pupils do not always find the work sufficiently challenging in mathematics and this slows their progress.
- Pupils are enthusiastic readers. Younger pupils use their knowledge of letters and sounds well to help them read unfamiliar words. More-able pupils display the ability to skim read well, and scan text for information.
- Pupils who have special educational needs make good progress because the staff identify what they need to learn and adapt work accordingly. A specialist support team implements individual programmes of learning in order to address specific areas of need.
- The pupil premium funding is used diligently. Pupils eligible for this funding do as well as other pupils in school, as there are no significant differences in their progress and attainment. In English, they make better progress than other pupil premium funded pupils nationally, and in mathematics they do as well as other pupils.

The quality of teaching is good

- Good, and some outstanding teaching, has ensured good achievement for all pupils. The vast majority of teaching is now good. Teachers have benefitted from a substantial amount of professional development, and individually focused support.
- In the Early Years Foundation Stage, teaching is of a consistently good quality in providing the children with a wide range of stimulating and imaginative activities, both in the classroom and outside. There is a good balance of activities that are adult led and those that children choose for themselves.
- Most teachers use information about pupils' progress and individual needs, to plan activities that are pitched at the right level of challenge. However, sometimes teachers set tasks that are either too easy, or too difficult. This was especially true in the small amount of teaching that required improvement.
- In the lessons that were good or better, there was a varied range of questioning that probed and extended pupils' understanding. There was also a greater involvement of pupils in their learning, in terms of group discussion and pupils' discussion.
- In a Year 4/5 literacy lesson, for example, the class observed a video clip, interesting all pupils, which sparked enthusiastic group discussions, stimulating learning, and resulted in the highly effective use of descriptive language using similes, metaphors, and alliteration.
- Relationships are strong and create a positive learning environment within the classroom,

promoting good learning. Skilful management of pupils' behaviour in the classroom ensures that there is little disruption to learning.

- Highly effective use of other adult support powerfully reinforces learning in the classroom, and also plays a pivotal, and highly successful role, in supporting pupils who are disabled or have special educational needs.
- In the minority of lessons that required improvement, the pace of the lesson slowed. Teaching methods lacked variety, tasks were over directed and pupils' learning was inhibited.
- While some marking was of an extremely high quality and ensured pupils were aware of how to improve their work further, this was not consistent across all classes.

The behaviour and safety of pupils are good

- Pupils' behaviour in lessons and around the school is typically good. In the minority of lessons, when teaching fails to capture their interest fully, pupils are still exceptionally keen and eager to learn.
- Pupils are aware of the importance of good manners, and are courteous and polite with adults.
- They cooperate well and treat each other with respect. In Key Stage 1, at break time, older pupils were observed caring well for small groups of younger pupils.
- Pupils know of different forms of bullying. They say, and school records confirm, that bullying is rare, and when it does happen the pupils are confident that the school manages this well.
- Pupils say that they feel extremely safe and secure in school. One pupil commented, 'I feel safe because teachers help us'.
- Pupils talk with a good understanding about the dangers of using the internet inappropriately.
- Attendance is broadly in line with the national average. By the introduction of supportive interventions, the school has greatly reduced the number of pupils who are persistent non-attenders.
- Evidence from the Parent View survey, and in discussion with parents, indicates that parents are pleased with the standards of behaviour in the school.

The leadership and management are good

- The school is extremely well led by the headteacher and the senior leadership team. The headteacher gives clear direction, focus, and commitment, in order to sustain the school's continued improvement. This sets the tone for the whole school.
- The leadership team have high expectations and are held in high regard by the pupils, staff and parents. The staff questionnaire evidences the esteem in which leaders are held. There is a high level of confidence in the school's leadership in driving the school improvement agenda forward.
- Changes in the leadership team, and its structure, have greatly improved the effectiveness of leadership overall, in broadening the scope of responsibility of middle leaders. This delegation of responsibility, and increased level of accountability, has had a positive impact on raising pupils' achievement.
- More rigorous systems to check on the progress of pupils have been introduced, ensuring that leaders and managers have a good awareness of the school's strengths and weaknesses, through a detailed and accurate analysis of pupils' performance. Leaders know what the school does well, what is needed to do even better, and take appropriate action to drive improvement. For example, identifying weaknesses in teaching, providing effective professional development, and also introducing a new mathematics scheme to improve pupils' attainment in this subject.
- Pupils' improvement data is used effectively in the setting of targets in staff performance management. The link between performance and salary progression is clear and rigorously applied.
- The revised curriculum matches the pupils' needs and abilities well, and enhances their learning experiences. The spiritual, moral, social, and cultural aspects of the school's work are a strength.

- Leaders and managers have successfully developed mutually supportive relationships with parents with great success, especially in the Early Years Foundation Stage.
- Policies and procedures for safeguarding are exemplary, and give no cause for concern.
- The local authority provides light touch support for this good school.
- **The governance of the school:**
 - The governing body is highly supportive of the school. It uses information well to evaluate the school's performance in relation to other schools both locally and nationally. The governing body has a good awareness of the quality of teaching and is extremely effective in holding leaders and managers to account for the rigour in which they check on its quality, and improve achievement further. They understand fully the operation of performance management, and monitor closely its links to salary progression. It has a thorough knowledge of the school's finances, including the allocation of pupil premium funding, which they monitor closely. Governors take part in regular training, in order to keep themselves up to date with new developments, and to hold the school to account for its effectiveness.

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	118031
Local authority	Kingston upon Hull City of
Inspection number	412992

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	253
Appropriate authority	The governing body
Chair	John Porter
Headteacher	Andy Fawkes
Date of previous school inspection	4 June 2009
Telephone number	01482 305740
Fax number	01482 447152
Email address	admin@nsj.hull.sch.uk

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