

# Newland School for Girls

Cottingham Road, Hull, HU6 7RU

**Inspection dates** 17–18 September 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- From their below average starting points, most groups of students make expected rather than good progress in English and mathematics. A below average proportion of students in Year 11 achieve five good GCSE grades, including in English and mathematics.
- The achievement of the disadvantaged students requires improvement. Gaps between the attainment of disadvantaged students with non-disadvantaged students within the school and nationally, while closing, are too wide.
- The quality of teaching varies. Not all teachers use their knowledge they gain from marking to plan work that is well matched to students' varying needs and abilities. Work, especially for the most able pupils, lacks challenge.
- Students are not clear about how to improve their work. Teachers do not always ask searching questions to deepen students' understanding.
- Leaders are yet to ensure that the quality of teaching is consistently good. Good teaching practices are not yet shared widely enough among staff. Not all staff yet follow the agreed marking policy.
- Governors do not hold the school fully to account. Some of their statutory responsibilities are not fulfilled.
- The actions for improving governance noted in a recent external review are yet to be implemented and the planned review of the use of pupil premium is yet to take place. They are not yet able to support and challenge the school effectively.

### The school has the following strengths

- The new headteacher is driving improvement forward strongly. Both students and staff overwhelmingly say the school has improved.
- Effective leadership of teaching, including by middle leaders, is quickly improving the quality of teaching. More students are making good progress across the school.
- Additional support to enable students with below average attainment in reading and mathematics when they join in Year 7 to catch up, is effective.
- Students' good behaviour and highly positive attitudes to learning are underpinned by good promotion of their spiritual, moral, social and cultural education.
- Students feel very safe and are kept safe.
- Attendance is above average and is rising. Punctuality is rapidly improving.
- The enrichment of the curriculum is exceptional.
- Students who speak English as an additional language achieve well.

## Information about this inspection

- Inspectors observed 31 part-lessons and learning walks, including several jointly with senior leaders.
- Inspectors met with four groups of students of different abilities and talked informally with others in lessons and around the school. An inspector also listened to a group of Year 7 students read.
- Inspectors met with senior and middle leaders and representatives of the governing body and local authority. They also spoke informally with many teachers.
- Inspectors scrutinised a wide range of documents including the school’s self-evaluation and development plan, evidence about the work of the governing body, data relating to students’ current attainment and progress, records of students’ behaviour and attendance, and documents pertaining to safeguarding.
- Inspectors took account of the 36 responses to Ofsted’s online questionnaire, (Parent View) and 56 inspection questionnaires completed by staff.

## Inspection team

Sally Lane, Lead inspector	Additional Inspector
Barbara O’Brien	Additional Inspector
James Kilner	Additional Inspector
Clive Hurren	Additional Inspector

## Full report

### Information about this school

- Newland School for Girls is a smaller than average-sized school.
- The proportion of disadvantaged students (those supported by 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 and those children who are looked after by the local authority.
- The large majority of students are White British. An average proportion of students are from other minority ethnic groups. The proportion of students who speak English as an additional language is above the national average.
- The proportion of students supported through school action is below average.
- The proportion of students supported at school action plus or with a statement of special educational need is average.
- One student attends alternative provision. The school uses Rise Academy.
- A nearby school has been supporting the mathematics department this year.
- In 2013, the school met the government's current floor standard, which is the minimum expectation for students' attainment and progress by the end of Year 11.
- The new headteacher took up her post in January 2014.

### What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good and students make at least good progress in English and mathematics by:
  - making sure that when planning lessons, all teachers use the knowledge gained from marking work more effectively to target learning
  - ensuring students of all abilities are given challenging work so that they achieve well whatever their starting point, especially the most able
  - making sure that teachers' marking provides students with precise advice about how to improve their work and challenges students to develop their thinking further
  - making sure that students are provided with the opportunities they need to use, apply and develop their literacy and numeracy skills as part of work across the various curriculum subjects
  - checking that teachers question or probe students' understanding so that they think deeply.
- Improve the effectiveness of leadership and management, including governance by ensuring that:
  - the best practices in teaching are shared widely across the school
  - all teachers consistently apply the school's marking policy
  - the gap between disadvantaged students and others, both in the school and nationally is narrowed, and that governors hold leaders to account for doing so
  - governors fulfil all their statutory responsibilities for special educational needs and overseeing the use and impact of the pupil premium
  - all actions for improvement identified in the recent review of governance are swiftly implemented so that they are able to support and challenge the school effectively
  - ensure that the planned external review of the school's use of the pupil premium is undertaken.

## Inspection judgements

### The leadership and management

### requires improvement

- The new headteacher has a strong drive to improve all aspects of the school. She has high expectations for improvement, which the vast majority of leaders and teachers are working hard to achieve. Although improvements across the school are evident, they have not had sufficient time to impact on GCSE results.
- The headteacher quickly understood the school's strengths, pinpointed the right improvement priorities and established plans to tackle them robustly.
- The local authority has provided support and advice to help the school improve at a faster rate. Expertise from external advisors, for example, has had a positive impact on improving provision in mathematics and this reflects in students' higher attainment in Year 11 in 2014.
- Leaders place a strong emphasis on improving teaching and learning. The management of teachers' performance is robust, challenging them to become better practitioners. There is a strong link between performance management, appraisal and salary progression. Support plans for individual teachers have already had a positive impact on improving teaching. Teachers value the dedicated professional development time each week, which is targeted to meet their particular needs. Even so, leaders are yet to ensure the best practices in teaching are shared widely across the school.
- Clear protocols and teaching policies are firmly in place and all teachers are familiar with them. These are starting to lead to improved teachers' performance. Nevertheless, leaders are yet to ensure that the school's new marking policy is consistently applied across the school.
- The procedures for keeping track of students' progress have strengthened and are now more accurate and useful in identifying underperformance, particularly those at risk of falling behind. Middle leaders use data effectively to monitor the progress of classes. This is helping the school to promote equality of opportunity more effectively. However, leaders are yet to ensure that gap between disadvantaged students and others, both in the school and nationally, is closed.
- Recent changes to the curriculum now ensures it meets students' needs and interests. There is an increased choice based on a balance between academic and vocational courses. The curriculum provides a wide range of subjects to prepare students for opportunities, responsibilities and experience of life beyond school and to prepare them for life in modern Britain. It promotes tolerance and respect for people of all cultures, faiths, non-faiths and lifestyles and makes a positive contribution to their spiritual, moral, social and cultural development.
- A wide range of high-quality enrichment and extra-curricular activities are available to all students, including work-related, academic, sporting, media, performing arts, enterprise and the arts, catering for the interests of all students. Students say they value these opportunities highly. Other events, such as entrepreneur events, master classes, financial sessions and a programme of inspirational assemblies with high performing female speakers, all contribute to building students' aspirations.
- Students' benefit from timely advice when preparing for their GCSE options and beyond, so that they choose subjects that will be of most use in preparation for their future. Careers activities are available to all year groups.
- Senior leaders have put in place a raft of measures to develop parental links and engagement. The parental forum, although still in its early days, has already achieved much and has strong potential for further development. The vast majority of parents who responded on Parent View would recommend the school to others.
- The school meets all government requirements in relation to safeguarding, including recruitment. Policies and procedures are in place to ensure students' health and safety. However, the child protection policy does not yet cover radicalisation and extremism. Governors are yet to approve this policy.
- **The governance of the school:**
  - Governors are undergoing a period of transition. They have decreased in number with the aim of becoming more compact and effective. An external review of governance was requested by the headteacher and Chair of the Governing Body, in conjunction with the local authority and was carried out in June 2014. The recommendations from this review, as well as the suggestions for further action suggested by the HMI monitoring visit in March 2014, have not yet been fully addressed.
  - Governors are fully committed to the school and keen to improve their effectiveness and are undergoing training to increase their knowledge. However, they are not yet fulfilling their statutory responsibilities for special educational needs and checking on the use and impact of the pupil premium.
  - The pay committee keeps a careful check on teachers' performance management. It is working towards ensuring that all teachers are rewarded at the appropriate level for their performance.
  - Governors demonstrate an understanding about the quality of teaching across the school and

understand the need to raise achievement, so that it is good. However, they do not yet hold leaders well enough to account for doing so. For example, they know that they are required to check the impact pupil premium funding is having on narrowing the gap for disadvantaged students, but are not yet effectively monitoring this aspect. Plans are already in place for an external review of the school's use of the pupil premium to be undertaken in order to assess how this aspect of leadership and management may be improved.

- Governors ensure that safeguarding procedures and the finances of the school are managed effectively.

### **The behaviour and safety of pupils are good**

- The behaviour of students is good. The majority of parents who responded to Parent View and staff completing the inspection questionnaire agree with this view. They say that behaviour is managed well and has improved considerably since the new headteacher arrived. Students acknowledge that improved behaviour in their lessons is helping them to learn more effectively.
- Students display highly positive attitudes to learning and are positive about their school experiences. Students who act as peer mentors are trained in their duties. They carry out their work assiduously and with pride.
- Break and lunchtimes are pleasant, well organised and require minimal supervision from adults. Students show respect towards one another and adults and are supportive of one another. Their actions reflect the school's caring ethos, which makes a strong contribution to their personal development and well-being.
- Good manners abound! The girls are courteous, offer warm greetings and confidently engage in conversation.
- The site is litter free with no graffiti because all students respect their environment. The new school uniform is fully implemented and students wear it with pride. The colours of the uniform reflect the memory of the founding headteacher who was a suffragette. The girls are very aware of this, as shown by their knowledge in a tutorial discussion about democracy.
- Recent revisions to the behaviour management policy for example, in the use of the isolation and inclusion room, have drastically reduced the number of exclusions. Provision in the inclusion room is good, students continue their coursework and are given time to reflect on their actions.
- All behaviour sanctions are carefully monitored and parents kept fully informed. The senior leadership team identify 'hotspots' where they target any students who may be repeat offenders.
- The school's work to keep students safe and secure is good. This is particularly effective for students whose circumstances make them vulnerable. One girl commented 'we are one big family'.
- Students say that bullying is extremely rare and are confident in the school's ability to deal with it swiftly. One girl commented that bullying in primary school stopped in Year 7 because 'this school does not put up with it!' Students are fully aware of cyber-bullying and name-calling but their understanding of mobile phone safety and homophobic language requires improvement. This school is at the forefront of FGM (female genital mutilation) awareness and staff are alerted to be aware of this issue. The child protection policy is in place but does not yet cover radicalisation and extremism.
- The one student who is dual registered and attends alternative provision full time is looked after well.
- Attendance is above average and rising. Punctuality is also improving rapidly due to the school's increased focus on its importance.

### **The quality of teaching requires improvement**

- Although some teaching is good, it is not good enough to ensure that students achieve well over time and reach the standards of which they are capable.
- In the past, students' progress has been limited by teachers' low expectations in lessons. Leaders have taken steps to raise expectations of what students are capable of achieving. All students are now set very aspirational targets for their achievement no matter what their ability or starting point. Even so, it is still the case that not enough is expected of students and too often students are given the same work no matter what their ability or starting point. As a result, some students, especially the most able, find their work too easy. Students agree that most teachers help them to learn, but also that work sometimes lacks enough challenge and that learning time is sometimes lost, as they have to wait for others to catch up in lessons.
- The quality of marking is variable across subjects and requires improvement. There is clear evidence of teacher's implementing the school's new marking policy, however, it is not yet consistently applied across

the school. Teachers generally mark students' books regularly, but not all use the knowledge gained from this to design activities in lessons that meet students' varying needs and abilities. Advice about how students can improve their work is sometimes too vague and this prevents students from responding effectively. Marking rarely challenges students to develop their thinking further.

- The teaching of literacy is improving. Students with below average writing skills are taught well, such as when working in small groups and this is helping to enable students, including those with special educational needs and those with very limited English skills to catch up. However, opportunities to develop students' literacy skills across the varying curriculum subjects are still limited.
- As a result of better teaching in mathematics, attainment is improving and is reflected in the improved performance in Year 11 in 2014. Progress in mathematics, however, is not yet consistently good and improvements are yet to be sustained across the year groups. This is because students are given too few opportunities to practise their skills and are not always sufficiently challenged in lessons.
- Timetable revisions have been made and students are now taught in longer sessions of 100 minutes. Teachers are now generally planning more engaging activities. Older students particularly appreciate the longer sessions as they are given more opportunities and time to develop and explore their knowledge and understanding in depth. Even so, not all teachers' question or probe students' understanding well enough and this hampers improvement. Some younger students say they find it hard to maintain concentration during these longer sessions.
- This year, a concerted effort by leaders to provide dedicated time for professional development has resulted in better teaching overall. Leaders know that there is scope to place greater emphasis on sharing best practice to improve the quality of teaching further.
- There are good relationships and a purposeful working atmosphere in all classrooms.
- Appropriate homework is regularly set and completed by students.

### The achievement of pupils

### requires improvement

- In 2014, unvalidated data shows that the proportion of students gaining five A\* to C grades at GCSE, including in English and mathematics, overall declined and fell below the 2013 government benchmarks. While results in mathematics improved, reflecting the successes of extra support from within school and other external support, results in English declined. Although these results represent expected progress overall from students' previous below average starting points, too few students made good progress in either English or mathematics and, as a result, achievement requires improvement.
- Achievement is improving. In some subjects there have been notable improvements in progress, such as textiles, food, media, music and religious education.
- In English, more students are now making faster progress. This reflects, for example, in the very high proportion of those students (about one half of the year group) entered at the end of Year 10 in 2014 for GCSE in English Literature, that achieved an A\* to C grade. Similarly, government funded initiatives, such as the Year 7 catch-up programme, are ensuring that students who enter the school with below average literacy and numeracy skills make faster progress so they catch up with their peers. Better achievement in reading is being successfully promoted through initiatives such as the 'Reader Leader' programme. This is where the most able students mentor those who have difficulty reading in Years 7 and 8. A large proportion of these students have improved their reading ages by significant amount.
- The achievement of the most able students requires improvement. From their higher than average starting points in Year 7, by Year 11 in 2014, the majority made the progress expected of them in English and mathematics. However, too few did better than this to reach the highest grades. The achievement of the most able students currently through the school is held back because work provided is not challenging enough.
- The progress of disabled students and those who have special educational needs is improving in both English and mathematics and, although some make good progress, variations in the quality of teaching and support means that it still requires further improvement.
- The gaps between the standards achieved by disadvantaged students supported by pupil premium funding and others both in the school and nationally, while closing, is too wide. Their achievement requires further improvement because too few make good progress from their starting points. In Year 11 in 2013, the gap in attainment between disadvantaged students and non-disadvantaged in the school was approximately a grade and a half in both English and mathematics. Improved use of the pupil premium funding this year has resulted in the gap between the achievement of disadvantaged students and others across the school narrowing considerably. This is particularly the case in Year 7 in 2014, where, following additional support, students made significant gains in both English and mathematics.

- Students who speak English as their second language are making good gains in their language skills, as a result of effective concentrated additional support.

## 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

<b>Unique reference number</b>	118070
<b>Local authority</b>	Kingston upon Hull City of
<b>Inspection number</b>	442251

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

<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Girls
<b>Number of pupils on the school roll</b>	695
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Eve Carter
<b>Headteacher</b>	Vicky Callaghan
<b>Date of previous school inspection</b>	23 October 2012
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