

Newlands School Yorkshire

Carr Lane, Pocklington, York YO42 1NT

Inspection dates

12–14 January 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management

Requires improvement

Quality of teaching, learning and assessment

Requires improvement

Personal development, behaviour and welfare

Good

Outcomes for pupils

Require improvement

Early years provision

Requires improvement

Overall effectiveness at previous inspection

Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- The proprietor has not ensured that leaders and managers meet all the independent school standards.
- Leaders and managers have insufficient information about pupils' progress over time. As a result, assessment outcomes are not being used to ensure that lesson planning accurately meets the needs of all pupils.
- Teaching quality is variable, particularly in planning. The impact of recently introduced staff training is not yet fully embedded across the whole school.
- Pupils are making at least expected progress in the current school year but there is too little evidence of their achievement in previous years. The early work of some pupils in September 2015 was of a low standard.
- The teaching is variable in the early years provision and has not been checked regularly to support improvement. Outdoor play activities lack planning to focus children's learning.

The school has the following strengths

- Pupils' commitment to learning is strong.
- Pupils' personal development, behaviour and welfare are good because the school encourages independence and activities which bring pupils of all ages together.
- The recently appointed headteacher has an ambitious vision for the school and is beginning to have an early impact.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Ensure that all the independent school standards are met.
 - Develop the use of assessment information to inform teachers' planning so that all pupils make at least good progress.
 - Engage in formal, robust monitoring of teaching quality to provide an agenda for staff training and development.
 - Improve leadership to ensure that outdoor activities in the early years are planned to meet the needs of individual children.
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- The school must meet the following independent school standards.
 - Ensure that teaching at the school involves well planned lessons and effective teaching methods, activities and management of class time. (Standard 3(c))
 - Ensure that the written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan. (Standard 2(1)(b))
 - Ensure that the teaching at the school demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress. (Standard (3)(g))
 - Ensure that the standards about the quality of leadership and management are met. (Standard 34(1))
 - Ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently. (Standard 34(1)(a))
 - Ensure that persons with leadership and management responsibilities fulfil their responsibilities effectively so that the independent school standards are met consistently. (Standard 34(1)(b))
 - Ensure that information is provided on the school's website of particulars of the school's academic performance during the preceding school year, including the results of any public examinations. (Standard 32(3)(e))

Inspection judgements

Effectiveness of leadership and management

requires improvement

- Leaders and managers have not ensured that all independent school standards are met.
- The new headteacher, who has only been in post for less than three months, recognises the challenges and has begun to make progress in overcoming a backlog of issues confronting the school.
- She displays good ambition for the school which is beginning to be reflected by the staff, especially in Key Stages 1 and 2.
- She has engaged well with parents and has their confidence. They believe that their children are happy, safe and making good progress at the school.
- Until her arrival there was no evidence of progress on an important area of improvement identified at the last inspection. She has now established an assessment framework, although the information is not yet evident in lesson planning.
- The headteacher has an understanding of the quality of teaching in the school, largely from carrying out regular informal visits to classes. This is not yet extended to robust monitoring to set an agenda for the programme of continuing professional development she has established.
- The school teaches a wide range of subjects which fully meet the requirements of the independent school standards. This is supplemented by a programme of extra-curricular activities including art, cookery, music, dance and a range of sports. All pupils have weekly swimming lessons.
- The Montessori principles are followed in the early years, progressing to the National Curriculum for older pupils.
- Leaders and managers support pupils' spiritual, moral, social and cultural development effectively.
- The curriculum ensures pupils' understanding of British values and citizenship, for example by having weekly elected ambassadors and school council members elected by their class.
- The school has 'golden rules' which teach pupils to respect the rule of law.
- Pupils have a good understanding of the principles of justice; they often ask about the rationale for change.
- The school is a harmonious community respecting and welcoming pupils of all cultures and faiths. Pupils celebrate festivals in several faiths.
- In all school activities, adults present a balanced view, as required by the school's personal, social and health education policy.
- **The governance of the school**
 - The school does not have a governing body.
 - The proprietor is an individual who is not based in the UK. The proprietor is in regular communication with the leaders and managers of the school and meets the headteacher quarterly.
- The arrangements for safeguarding are effective.
- Safeguarding procedures fully meet requirements. All staff are trained to at least the appropriate level and have read at least the required areas of 'Keeping children safe in education'.
- All interview panels include at least one person trained in safer recruitment.

Quality of teaching, learning and assessment

requires improvement

- The quality of teaching is variable. Planning is inconsistent and, although there are examples of good practice, the lack of long-term performance information restricts teachers in planning for the age and ability range.
- Pupils learn best when they have the opportunity to engage with practical activities. They are highly motivated and curious in a lesson observing sea life. They are inquisitive in a lesson about coordinates and take the opportunity to choose an extension activity.
- Teachers demonstrate good subject knowledge, and this is a significant factor in attracting pupils' attention and enthusiasm.
- The quality of marking is variable. Examples of good practice challenge pupils to improve the quality of their work, either by correcting errors or extending their knowledge and skills. Marking which poses questions or gives instructions usually results in a good response.
- Although there are strengths in the teaching of phonics and children are engaged by the resources, there is no planned extension for children who succeed, so they are prevented from moving on.
- Teachers often give pupils the opportunity to work independently and in pairs, and the pupils respond by

engaging fully with the task and making good progress which can be shared with others.

- Parents are pleased to be invited to a meeting each term to discuss their child's progress and receive a written report in the summer term.
- Teachers promote inclusion and respect for others by following the school's equalities policy and challenging any rare incident of derogatory language or minor conflicts.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Attendance is high and punctuality is consistently good. All absences are fully accounted for in respect of illness, family issues or a graded introduction to school.
- Pupils develop self-confidence and self-esteem in a safe and caring environment. They work well with 'talking partners' and respect and value the opinions of others.
- Pupils are well supervised throughout the day. They say they feel safe and older pupils look after younger children, often playing together.
- Pupils say that there is no use of derogatory language and minor disagreements are always resolved.
- Pupils have been given an understanding of other cultures and faiths by celebrating a range of religious festivals. Pupils respond to the Montessori philosophy and practice, which supports the development of the global citizen.
- Pupils engage with their local community at events to celebrate Christmas and Remembrance Day. The school choir has appeared on local radio.
- No pupil has been excluded and the record of sanctions for serious misbehaviour has no entries.

Behaviour

- The behaviour of pupils is good.
- Behaviour in the classroom and in free time is consistently good. Pupils learn well because of their concentration, commitment and response to tasks.
- Pupils take responsibility in helping and representing others. Ambassadors are very proud of their role. They are congratulated publicly by their predecessor in the ceremony of handing over the medallion.

Outcomes for pupils require improvement

- The school is reported to have been using National Curriculum levels and commercial schemes to track progress. However, there was no available information and the evidence base for pupils' progress is severely limited as the current starting points were only established in October 2015.
- Work scrutiny of a sample of pupils' work shows short-term gains, especially in English and mathematics, since the arrival of the new headteacher. Much of the early work in this sample is below expectations and there is evidence of good progress.
- This limited information suggests that the standard of pupils' work is often above national averages.
- Pupils read well and with genuine interest in the subject matter. They understand the text and can discuss detail. Pupils say that they read books for pleasure.
- Pupils with disabilities and special educational needs are seen in lessons to make similar progress to other pupils. However, the lack of any in-depth information and specific planning for these pupils prevents robust comparison.
- In mixed-age classes, younger pupils, in particular, are often stretched to achieve at the level of their older peers.
- Pupils have good speaking and listening skills. They often work with talking partners in lessons and benefit from the opportunity to share ideas and develop self-confidence.
- Pupils are aware of the possibilities for the next stage of their education and have developed ambitions. The associate school has initiated a scheme to replace its entrance examination with a continuous tracking scheme to prevent anxiety.
- Pupils respond enthusiastically to the extra-curricular programme; they attend regularly and achieve high standards in sport and creative activities.

Early years provision

requires improvement

- The school meets the national standards in respect of the early years.
- Children enter the early years provision at levels typical for their age. In 2015, they made expected progress, with an above average proportion making a good level of development.
- The school was unable to locate the early years profile data for the previous three years. Leaders are therefore unable to analyse children's progress.
- Leaders and managers have not carried out formal checks of teaching and their understanding of the overall quality is insecure.
- Personal development, behaviour and welfare are a strength of the early years provision. Children develop self-confidence and independence through opportunities to choose learning activities. Children of different ages mix well together.
- The use of the outdoor area is not effective. In an observed outdoor session, opportunities were missed to develop learning through questioning, modelling or encouragement and the session was allowed to carry on for too long without a planned focus.
- Learning indoors is more structured and better planned to meet children's needs. In a cookery session, staff successfully introduced numeracy through questioning. In clearing up, children developed social skills and personal responsibility.
- Effective partnerships with parents are in place. Parent boards, newsletters and electronic communications keep them informed. Parents say that they are happy with the provision.

School details

Unique reference number	118137
Inspection number	10008558
DfE registration number	811/6006

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Nursery and primary school
School status	Independent school
Age range of pupils	0–11
Gender of pupils	Mixed
Number of pupils on the school roll	97
Number of part-time pupils	77
Proprietor	Beaconhouse Education Services
Chair	n/a
Headteacher	Janet A Arber
Annual fees (day pupils)	£6385.86
Telephone number	01759 305436
Website	www.newlandsschoolyorkshire.com
Email address	info@n-s-y.co.uk
Date of previous inspection	17 September 2009

Information about this school

- Newlands School Yorkshire, previously known as Pocklington Montessori School, situated in a rural setting near York, caters for boys and girls from birth to 11 years of age. It is an associate school of Hymers College, Hull.
- This non-selective school is part of Beaconhouse Educational Services Ltd whose registered office is in Kensington, London.
- The school opened in September 1992 and currently has 20 full-time pupils and 77 part-time children on roll.
- There is pre-and post-school care provision run by the school with daily sessions for 'Mini Montys' from birth to 2½ years of age and a nursery for those between 2½ and 4 years of age. The care provision was last inspected in August 2015.
- The school follows the Montessori principles in that it 'aims to protect and develop the rightful development of the children by promoting their education beyond the realm of the classroom into the community in which they live'.
- The school's educational provision was last inspected in September 2009.
- The school does not use any alternative provision

Information about this inspection

- The inspection was carried out with one day's notice.
- Inspectors checked the school's compliance with the independent school standards, including scrutinising school policies and other documentation.
- Inspectors observed learning across a range of subjects and classes. In two of these observations, an inspector was accompanied by the headteacher.
- Inspectors viewed the school's website.
- Inspectors analysed the school's assessment records and scrutinised samples of pupils' work.
- Inspectors spoke with staff, the headteacher, the early years manager, the headteacher of the partner school, a group of pupils and some parents who brought their children to school.
- Inspectors gave feedback to teachers who had been observed.
- The inspectors analysed staff questionnaires.
- Inspectors analysed responses on Ofsted's Parent View website to generate a report.

Inspection team

Peter McKenzie, lead inspector

Ofsted Inspector

Michael Reeves

Her Majesty's Inspector

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