

Inspection of Newlands Primary School

Wakefield Road, Normanton, West Yorkshire WF6 1BB

Inspection dates: 18–19 September 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Requires improvement

What is it like to attend this school?

This is an inclusive school. Leaders are keen to make sure that the curriculum is right for all pupils. Teachers organise work in ways which help pupils to learn more and remember more. All staff have high expectations for all pupils. They say their aim is to make sure that every pupil makes at least good progress from their different starting points.

Pupils are very positive about their learning. Most keep working when they find tasks hard. They enjoy the opportunities they have to try new things. For example, in Year 3, pupils learn to play the trombone. Pupils explained how taking part in a range of educational visits and after-school clubs helps them to learn.

Pupils say they feel happy, safe and well cared for. They learn important values through whole-school themes such as 'The year of respect'. They show good manners and an understanding of the needs of others.

Pupils understand the behaviour policy and say that it works. Behaviour is much improved. Learning is rarely interrupted because of poor behaviour. Pupils say that there is a small amount of bullying. However, teachers are good at resolving it.

What does the school do well and what does it need to do better?

Leaders have worked effectively to design a well-sequenced curriculum for all subjects. Plans show how teachers intend to build on pupils' prior learning in each subject in each year group. Teachers are able to use these plans to help them to check what pupils know before they move on to harder work. They encourage pupils to notice patterns, similarities and differences. This helps them to remember more. As a result, progress and attainment are improving over time for all pupils.

Leaders have made sure that the teaching of reading is a high priority. They recognise that it is very important in helping pupils to learn other subjects. Teachers and teaching assistants are well trained to teach phonics. Pupils respond well to the routine of these lessons. Most quickly gain the skills they need to become fluent readers. Any who begin to fall behind are given extra support to help them to catch up.

Most children start school with skills and knowledge which are well below those typical for their age. They settle into routines quickly and flourish. This is because the caring staff help pupils to develop their social skills. They also help all pupils to improve their speaking and listening skills. This includes those who speak English as an additional language and those with special educational needs and/or disabilities (SEND). The early years staff build strong relationships with parents and carers. This helps parents to come into school confidently and help their children with their learning at home. However, this is not generally true higher up the school.

Pupils want to come to school and want to learn. Classrooms have a calm,

purposeful atmosphere. Teachers expect pupils to do their best. Pupils respond positively to this and take pride in their work. They are not put off if they make mistakes. They understand that this is part of learning. As the school motto states, they 'Persevere, Believe, Achieve'.

Attendance has shown improvement over time. The number of pupils who are absent for long periods of time has reduced. Punctuality has improved dramatically. However, attendance is still lower than it should be.

Work on pupils' personal development is central to the life of the school. The theme of peace was used throughout the school for the whole of last year. This gave pupils lots of opportunities to consider society and their role in its future.

Pupils with SEND are well supported in the main school and in the communication resource. Staff identify pupils' needs quickly and put effective learning plans in place. Leaders are quick to seek support from external agencies to help these pupils.

Leaders know how they want to continue to improve the school. They want nothing less than the best for the pupils in their care. They make sure that all staff are well trained and supported. As a result, they work as an effective team for the benefit of all the pupils.

Governors know the strengths and weaknesses of the school well. This puts them in a strong position to provide school leaders with effective support and challenge.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make appropriate checks to ensure that all adults in school are suitable to work with children. They maintain accurate and up-to-date records of these checks.

All policies and procedures are fit for purpose. Staff are well trained and receive regular updates. They are vigilant and report all concerns, no matter how small.

Records are clear. They show that appropriate actions are taken immediately when necessary. As a result, there is a strong culture of safeguarding throughout the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Attendance needs to improve. Leaders need to continue to stress the importance of regular school attendance to parents. They need to continue to develop effective strategies to make sure that more pupils attend school regularly.
- Some parents are able to support their children with their learning. However, many are unable to do this. Leaders need to build on the work they have done to

engage with parents to address this. They need to find ways to help parents to gain the skills they need to help their children, especially with reading.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	133318
Local authority	Wakefield
Inspection number	10110583
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	250
Appropriate authority	The governing body
Chair of governing body	Derrick Taylor
Headteacher	Tammie Prince
Website	www.newlands.wakefield.sch.uk
Date of previous inspection	10–11 May 2017

Information about this school

- In addition to the mainstream school, there is a communication resource base. This is a local authority specialist provision which supports 14 pupils. Each of these pupils has an education, health and care plan, with communication and interaction as their primary need.
- The school runs a breakfast club.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with the headteacher, deputy headteacher, early years leader, special educational needs coordinator and some subject leaders.
- An inspector met with a representative from the local authority.
- The subjects considered as part of this inspection were early reading, mathematics, science and history. Inspectors carried out deep dives into these subjects. This entailed meeting with senior leaders, subject leaders and teachers, looking at curriculum plans, visiting lessons, speaking to pupils about their learning and scrutinising pupils' work. An inspector also listened to pupils read.

- The arrangements for safeguarding were checked. This included checks on the single central record, staff training and safeguarding records.
- An inspector discussed the school's records on attendance and behaviour with leaders.
- An inspector analysed the school's self-evaluation document and plans for improvement.
- Inspectors looked at curriculum planning for all subjects.
- An inspector met with three members of the governing body and looked at the minutes of governing body meetings.
- Inspectors talked informally with pupils in lessons and at breaktimes. They also took account of the 26 responses to Ofsted's online pupil questionnaire.
- Inspectors talked to a number of parents as they dropped their children off at the start of the school day. They also took account of the 19 responses to Ofsted's survey, Parent View.
- Inspectors met with a number of staff and took account of the 22 responses to Ofsted's online survey.

Inspection team

Chris Cook, lead inspector

Her Majesty's Inspector

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