



Newlands Primary School

Inspection Report

Unique Reference Number 116080
LEA Hampshire LEA
Inspection number 279743
Inspection dates 4 October 2005 to 5 October 2005
Reporting inspector Olson Davis AI

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

Type of school	Primary	School address	Dungells Lane
School category	Community		Yateley
Age range of pupils	4 to 11		Hampshire GU46 6EY
Gender of pupils	Mixed	Telephone number	01252871188
Number on roll	193	Fax number	01252876581
Appropriate authority	The governing body	Chair of governors	Mr M Jones
Date of previous inspection	25 September 2000	Headteacher	Mrs N J Breese

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Newlands Primary is a smaller than average primary school. The number of pupils on roll has declined since it was last inspected because of changes in the local population. Most of its pupils are of white British heritage. There are none from homes in which English is an additional language. The home circumstances of pupils are generally favourable, both socially and economically. The number of pupils with special educational needs is about average for a school of this size, and the number eligible for free school meals is low. The proportion of pupils on roll who enter or leave the school during the course of each year is greater than normally found. Shortly before the inspection, the headteacher had been seconded to another school, and the deputy headteacher had taken over as acting headteacher.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Newlands Primary School is an effective school. This judgement matches the school's own view of its effectiveness. School self-evaluation is strong and the impact of actions to improve the school is evident in many aspects of its work. The school is well led and managed by a headteacher and senior leadership team who give clear direction to its work. As a result of good leadership, the school has made good improvement since the previous inspection and has a strong capacity to improve further. The school provides good value for money. Pupils make good progress. The Foundation Stage provides a good start for pupils and standards at the end of Year 6 are good. The school promotes pupils' personal development and well-being effectively. Pupils enjoy the school and the many activities it offers. Pupils' moral, social and cultural development is good. The school still needs to do some work in developing pupils' spiritual awareness more effectively. The quality of teaching in school is good. The school's initiatives to improve aspects of the teaching have resulted in a rise in standards, particularly in pupils' writing skills. The school provides a wide range of activities which pupils enjoy. Parents hold the school in high regard and are right to believe that their children are being well cared for and well supported by the adults in the school.

What the school should do to improve further

* Improve the quality of teaching to raise standards further.* * Improve provision for pupils' spiritual development within the curriculum and at other times.

Achievement and standards

Grade: 2

Pupils make good progress. Most children enter the reception year with satisfactory skills in almost all areas of learning. By the end of Year 6 standards are good. Pupils make sound progress in the Foundation Stage. Many reach the learning goals expected by the end of the reception year. In 2004 standards in pupils' writing skills fell in Year 2. As a result of prompt action on the part of the leadership team standards in writing in Year 2 improved significantly in 2005, along with standards in reading and mathematics to the point where they are good. Pupils achieve good standards by the end of Year 6. Although standards declined in 2005 the school's analysis shows that pupils still made good progress in relation to their capabilities and prior attainment, meeting the challenging targets set for them. Pupils with learning difficulties are given good quality help and achieve just as well as their classmates.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils have learned the importance of a healthy life-style, and know the benefits of good diet and exercise.

They know how to avoid risks at home and at school. The school has received a national award in recognition of its good work in this area. Good rates of attendance testify to pupils' enjoyment of school. The school consults pupils regularly through questionnaires and the work of the school council and listens carefully to what they have to say. Pupils feel a sense of ownership which encourages initiative and social responsibility. Pupils' moral, social and cultural development is good. Inspectors consider that more needs to be done to promote pupils' spiritual development. Pupils have a clear sense of right and wrong, fairness and honesty. They respond well to the calm and ordered working atmosphere created by staff. Pupils generally have good attitudes to learning and behave well. Some pupils become restless when activities do not interest them enough, but their behaviour is always satisfactory. The school's initiatives to make lessons more lively and absorbing for pupils are having a positive impact on pupils' achievements and on their attitudes to learning. Pupils enjoy an extensive programme in the arts, both within lessons and in club activities. These help them develop their cultural understanding. Opportunities for pupils to gain a good insight into the cultural diversity of modern Britain are more limited. Imaginative initiatives such as the Young Enterprise Project, together with a good grounding in basic literacy and numeracy skills lay secure foundations for pupils' growing awareness of economic matters.

Quality of provision

Teaching and learning

Grade: 2

The school judges teaching to be satisfactory overall. Inspectors consider that the school has underestimated recent improvements in teaching and that the quality of teaching is good. The school sets high standards for its teachers and seeks to improve the quality of teaching significantly. Much has already been done through advice, support and the sharing of good practice resulting in improved standards and increased motivation on the part of learners. The teaching has significant strengths, and these make a good foundation for further development. Good lessons are characterised by interesting activities, dynamic and enthusiastic teaching, and high levels of interest and effort by the pupils. Teachers have high expectations and encourage pupils to show initiative and independence in their learning. Taken together, these factors lead to good progress. Some lessons, while thorough and purposeful, do not evoke an enthusiastic response from pupils. In these cases, pupils make progress, but not as much as when they are totally engaged. Systems for checking on pupils' progress are good. Teachers are good at using the information they gather to provide achievable challenges for their pupils. In all classes the needs of particular groups of pupils are taken into account, and work is provided at the right level for them to progress as smoothly as others. Pupils with learning difficulties are well supported by skilful learning support assistants.

Curriculum and other activities

Grade: 2

Pupils' learning needs are well catered for. The curriculum meets all statutory requirements and contains many additional activities to enrich the pupils' experiences. Through these, pupils develop skills in music, sport, drama, information and communication technology (ICT), and begin to learn a foreign language. Pupils show more initiative and independence, as well as enjoyment in their learning, as a result of recent changes to the curriculum. They learn to lead healthy lives and to stay safe through the school's good programme of personal, social and health education. The curriculum in the Foundation Stage offers many interesting activities which engage the children well. The curriculum has an appropriate focus on developing literacy, numeracy and ICT skills. A recent and continuing initiative has been to improve standards of writing. There are clear indications that these efforts have been rewarded as standards improve. Pupils enjoy participating in the many after-school clubs and enrichment activities offered by the school. As well as contributing to pupils' enjoyment of school they offer opportunities for exercise and developing a healthy-lifestyle. The residential visits undertaken by junior pupils contribute to their personal development very well.

Care, guidance and support

Grade: 2

The school is an inclusive community where pupils feel known and valued. They enjoy coming to school, and speak highly of what it offers. Pupils feel safe at school. Bullying is rare and is dealt with promptly and effectively by school staff. Pupils know who they can turn to if they are anxious. They have good opportunities to express their views of the school, and to raise any matters that concern them. Procedures for child protection and health and safety are in place and well known by all adults in school. Good support and guidance for individual pupils with learning difficulties ensure that they make good progress against the targets in their individual education plans. Parents are very appreciative of the quality of care and guidance provided by the school.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher, staff and governors are committed to achieving high standards in all aspects of the school's work. The headteacher gives clear direction for the school and involves the whole school community in seeking and achieving school improvement. School leaders are skilled at checking the school's performance. Improvement initiatives are rigorously evaluated and focus strongly on raising standards and improving provision. Teaching is closely monitored and teachers' targets for improvement are linked to the school's priorities for improvement. Priorities for school improvement arise out of careful analysis and discussions within the school community. The school is inclusive and equality of opportunity is promoted well. Subject leaders have well developed leadership and

management roles. They plan the curriculum in their subjects throughout the school. They monitor the progress and achievements of pupils within their subjects effectively. More importantly, they improve the quality of teaching in their subjects by working alongside their colleagues giving them support and guidance. This approach is having a positive impact on pupils' achievements within all areas of the curriculum. Governance is good. Governors support the school well. They have a good understanding of the school's strengths and priorities for development. They ensure that the school's financial resources are used well and are carefully monitored.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us so warmly when we visited your school. We enjoyed talking to you and took careful note of your comments. You will not be surprised to learn that you go to a good school. Here are some of the many things that we think your school does well:

* Your headteacher, the staff and the school governors are clear about what needs to be improved and how to improve it. This means that your school should keep getting better.* Your school helps you to do well in your national curriculum tests in Year 6. This gives you a good start to your secondary school education.* You enjoy going to school because your teachers help you to learn new skills in lessons and in after-school clubs.* Adults in school look after you well and are good at helping you improve your work.

There are a couple of areas that we think your school needs to keep working at. They are:* Make some lessons more lively and interesting so that you can make as much progress as you can.* Help you to think for yourselves about what is really important in your lives and in other people's lives.We know that you will continue to enjoy your school. We hope that you will support your teachers as they make your school the best that it can be for you.