



Newland St John CofE Primary School

Inspection Report

Unique Reference Number 118031
LEA Kingston-upon-Hull
Inspection number 280221
Inspection dates 11 July 2006 to 12 July 2006
Reporting inspector Mrs Mary Sewell

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

Type of school	Primary	School address	Beresford Avenue
School category	Voluntary aided		Hull
Age range of pupils	4 to 11		HU6 7LS
Gender of pupils	Mixed	Telephone number	01482 447152
Number on roll	200	Fax number	01482 447152
Appropriate authority	The governing body	Chair of governors	Reverend Melvin Tinker
Date of previous inspection	1 June 2000	Headteacher	Mrs Jeanette Sutherland

Age group 4 to 11	Inspection dates 11 July 2006 - 12 July 2006	Inspection number 280221
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Newland St John Church of England School is a smaller than average primary school situated in the city of Hull. There are slightly more boys than girls. The number of pupils whose first language is not English or who have free school meals is lower than the national average. The number of pupils with learning difficulties and/or disabilities is above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Newland St John sees itself as a good school and inspection findings confirm this view. The strong Christian ethos creates a climate in which all pupils are cared for, valued and encouraged to learn.

The school is well led and managed and provides good value for money. The leadership team and governors are relentless in their drive to raise standards and improve resources. Governance is of the highest quality and provides effective challenge and support.

From below average standards on entry to the school, children make a good start in the Foundation Stage and most achieve the expected standards by the time they enter Year 1. Pupils make good progress throughout the school and achieve well. By the end of Year 2 and Year 6, standards are slightly above average. This is because of consistently good teaching throughout the school. However, the school has identified inconsistencies in teachers' lesson planning and marking which prevents some teaching being even better. Inspection evidence confirms this.

Pupils' moral and social development is good. Their spiritual and cultural development is outstanding because of the school's strong emphasis on Christian values and their extensive links with other countries and cultures.

Pupils' behaviour is good and they enjoy their learning and benefit from a good and balanced curriculum enhanced by a wide range of enrichment activities.

Care, guidance and support are good. This is a fully inclusive school in which every child really matters. Pupils also benefit from their outstanding work in the local community, much of which adds to their excellent understanding of the world of work. Parents are overwhelmingly supportive of the work of the school.

What the school should do to improve further

- Ensure that marking enables pupils to understand how to improve their work and reach their targets.
- Improve the consistency of lesson planning.

Achievement and standards

Grade: 2

Achievement is good. Pupils have a very wide range of ability when they start school but overall standards on entry are below average. In the Foundation Stage, children make good progress and most of them achieve the expected standards for their age by the time they enter Year 1. Pupils continue to make good progress throughout the school and attain standards slightly above average by the end of Year 2 and Year 6.

In the 2005 tests, results for eleven-year-olds showed weak standards in writing and poor achievement of some more able pupils. The leadership team has effectively focused on these areas. Consequently, results have improved significantly in 2006.

Many more pupils obtained the higher levels, particularly in writing, and the school met its challenging targets. Pupils are particularly confident with investigative science and some very good work was seen in both key stages.

Pupils with learning difficulties and/or disabilities and those whose first language is not English make good progress.

Personal development and well-being

Grade: 2

Pupils' personal development, including their social and moral development, is good. Spiritual development is outstanding and is underpinned by the strong faith life of the school which includes excellent assemblies and regular opportunities for prayer and reflection. Cultural development is also outstanding and supported by strong links with Ghana, India and Timbuktu. They also have a very good understanding of the cultural diversity of the society in which they live. Pupils say they enjoy school, are happy and feel safe. They participate with enthusiasm and confidence in lessons and concentrate well, particularly when challenged with a range of tasks and activities.

Behaviour is good in class and around school. Attendance is satisfactory and is improving due to the increasingly effective strategies to support families of children whose attendance is inadequate. Pupils relish opportunities to take responsibility; for example, as friendship buddies, librarians or monitors. The school council ensures that pupils' views are noted and considered and it has been instrumental in effecting some positive changes to the school environment.

Pupils enjoy nutritious, healthy snacks and meals, drink water regularly and understand and enjoy the benefits of regular exercise. They are sensitive to the needs of others and enthusiastically participate in a wide range of community activities and charity work. Pupils' good standards in basic skills, involvement with a local chemical industry and their outstanding development of a range of entrepreneurial skills mean they are very well equipped for the world beyond school.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good and has led to good progress and rising standards in the national tests, particularly in Year 6. Positive relationships which foster good behaviour and an interest in learning are a consistent strength in teaching. Pupils are challenged, expectations are high, and they are encouraged to take responsibility for their own learning. For example, they make notes and organise their own writing.

Science teaching is strong because of good planning. For example, teachers plan opportunities for pupils to discuss and predict the outcomes of investigations and to write them up effectively. In other subjects, lesson planning shows good use of a range

of strategies and activities designed to address the learning needs of all pupils. However, these good practices are not consistently used by all teachers and their marking of pupils' work does not always help to identify what they need to teach the pupils in forthcoming lessons. As a result, pupils do not always understand what they have to learn to improve their work and achieve their targets.

Pupils with learning difficulties and/or disabilities are supported effectively. Skilled teaching assistants know the pupils well and help them make good progress.

Curriculum and other activities

Grade: 2

The curriculum is good and provides well for the needs and aspirations of all pupils. It meets statutory requirements and goes beyond them, for example, in the teaching of French. There have been significant developments in the use of information and communication technology (ICT) since the last inspection and this is now strong. The Foundation Stage curriculum is well planned and taught. Throughout the school, due emphasis is given to literacy and numeracy. Effective cross-curricular links, for example, between literacy and science, increase pupils' understanding and enjoyment and allow them to learn about topics in greater depth. The school plans well for the development of pupils' understanding of how to stay safe, eat healthily and contribute positively to the school and local community. The school provides a good range of visits and visitors to enhance pupils' learning, including active links with local business and industry.

An outstanding enrichment programme enables pupils to enjoy a wide range of additional activities ranging from sports such as football, rugby and netball to the gardening club and street dancing.

Care, guidance and support

Grade: 2

The school recognises the importance of the care, guidance and support offered to pupils and, in consequence, they are good. All staff demonstrate a strong commitment to ensuring that pupils remain safe and feel well cared for. Risk assessments are carried out regularly and appropriate health and safety policies are in place and are followed carefully and systematically. Child protection procedures are well understood by all staff. Relationships are very positive and based on mutual respect and this, in conjunction with the strong Christian ethos, provides a caring and supportive environment.

Pupils' progress is tracked closely and very good support is provided where pupils are found to be underachieving. The school has an above average number of pupils with learning difficulties and/or disabilities and they are provided with very effective support by the special needs coordinator, teachers and teaching assistants. Pupils have individual targets for their work in literacy and numeracy but are not always aware of what they need to do to reach them.

The school communicates well with parents. Teachers are perceived by parents as open and accommodating; in consequence, parents are very positive indeed about the school and the opportunities and care it provides. External agencies are used effectively to support individual pupils experiencing difficulties.

Leadership and management

Grade: 2

Leadership and management are good with some outstanding features. The headteacher provides determined and focused leadership. Her clear vision has ensured rigour and purpose in the school's work and a sharp focus on raising standards, particularly in writing. The leadership group provide robust support and guidance for all staff, and subject leaders monitor their subjects effectively.

The diversity of the school's population is celebrated and pupils from a range of different backgrounds are fully integrated into school life. Pupils give of their best, live in harmony with each other and enjoy the care that is provided for them.

The school has rigorous and thorough methods of evaluating its work and knows itself well. It values the views of pupils, parents, staff and governors, who all contribute to the process. Good quality lesson observations and monitoring have already identified areas in need of improvement and work has begun on improving the quality of marking and lesson planning. The school has managed the new ICT resources effectively and, as a result, teachers are confidently using electronic whiteboards to enhance learning and teaching.

Governance is outstanding and unceasing in its desire to improve all aspects of life in school. Governors know the school's strengths and provide intelligent, informed support and challenge for all staff. There has been good improvement since the last inspection and the leadership demonstrates good capacity to drive through further improvements.

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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	1	NA
The behaviour of learners	2	NA
The attendance of learners	3	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	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	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	1	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

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The Pupils

Newland St John C of E Primary School

Beresford Avenue

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11 July 2006

Dear Pupils

Thank you for making us so welcome this week for the inspection. We were so grateful for your help in understanding what happens in your school. Although you were all really helpful, we would particularly like to thank the group who spoke to us, telling us how you felt about your school.

We were very pleased with how well you all work and play together, particularly the way in which you make the newcomers to your school feel welcome. We were also impressed by the way in which your teachers made certain you are all happy and cared for. Your singing in assembly was excellent. The prayers you made brought a lovely relaxed and positive attitude to the day.

We agree with you and your parents that you go to a good school which has some exceptional things going on. You made it clear to us that you all love school and thoroughly enjoy not just the lessons, but also the huge range of other things you do. You were especially keen to tell us about the fund raising and the extra sports you enjoy.

Your school is very well led and supported by outstanding governors. The lessons you receive are good and are helping you to read and write well and get much better at numeracy.

We have asked your teachers to make the marking of your books refer to your targets so that you understand what you need to do to improve your work. We have also asked them to make sure the lessons help you all to learn as much as you can as you all learn in different ways.

Thank you all again for helping us; we wish you all well in the future.

Yours faithfully

Mary Sewell and Chris Penter