



# Newlands Junior School

## Inspection Report

**Unique Reference Number** 122453  
**LEA** NOTTINGHAMSHIRE LEA  
**Inspection number** 281267  
**Inspection dates** 12 January 2006 to 13 January 2006  
**Reporting inspector** Mr. Roger Fry LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Braemar Road
<b>School category</b>	Community		NG19 0LN
<b>Age range of pupils</b>	7 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01623 480 440
<b>Number on roll</b>	177	<b>Fax number</b>	01623 480 441
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs. Isabel Vint
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mr. Chris Newton

<b>Age group</b> 7 to 11	<b>Inspection dates</b> 12 January 2006 - 13 January 2006	<b>Inspection number</b> 281267
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

Newlands Junior School serves Forest Town and Clipstone near Mansfield. Nearly all pupils are from White British backgrounds and a very small number have other ethnic backgrounds. All pupils speak English. The proportion of pupils who are eligible for free school meals is above average. An above average proportion of pupils has learning difficulties. When children join the school, their knowledge and skills are below those of children nationally.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 3**

Newlands Junior provides a satisfactory education. Since the last inspection the school has improved attendance and standards overall have risen, but both remain below national averages. However, over the last three years, pupils' rate of progress has steadily improved and they now make the progress that they should. This is an achievement of which the school is justifiably proud. Pupils' standards of work now are comparable with those of pupils in schools with similar characteristics. Pupils with learning difficulties make good progress. There are areas for the school to improve. In English and mathematics, pupils have too few opportunities to write using their own ideas and do not have enough practical activities in mathematics to fire their interest. Standards are much higher in science because pupils have the chance to organise what they do and they enjoy the many practical investigations. Pupils' personal development is satisfactory. Pupils have satisfactory attitudes to work, and behaviour is good. The school cares well for all pupils day to day and they are happy in school, but pupils have few opportunities to take responsibility for organising aspects of their own work in many lessons. Teaching and learning are satisfactory with some good features. Lessons are often taught at a good pace and pupils' contributions are valued by adults. Teachers effectively build on pupils' knowledge from year to year. The curriculum is satisfactory. The school's exciting emphasis on art activities has raised standards considerably in art. Leadership and management are satisfactory. The headteacher and governors have led the school effectively since the school came out of 'special measures' in 2003. The school has received good support from the local education authority. The results of the inspection match closely with the written interpretations that the school has made about its work, but the school has graded itself too highly. The school is in a satisfactory and improving position to advance further and is sound value for money.

### **What the school should do to improve further**

- Improve pupils' joined handwriting skills and the frequency that they write using their own ideas to raise standards in English.
- Give pupils more opportunities to solve problems and investigate ideas to raise standards in mathematics.
- Give pupils more opportunities to make choices in lessons to improve their capacity to take responsibility for their own learning.
- Work closely with parents to improve attendance and punctuality.

## **Achievement and standards**

### **Grade: 3**

Over the last three years pupils' rate of progress has steadily improved and they now make the progress they should. The teaching overall has improved and pupils have applied themselves better to their work. This improvement in the quality of the school's work is a good feature. Boys and girls make similar satisfactory progress. Pupils from differing backgrounds make similar progress to their peers. The well organised extra

help pupils receive in small groups benefits pupils with learning difficulties and they make good progress. Pupils' attainment on entry to school is below average. Their standards of work now are comparable with pupils in schools with similar characteristics, but standards are below national averages in English and mathematics. Many pupils do not join their handwriting routinely or write using their own words frequently enough. In mathematics, pupils do not have enough opportunities to investigate ideas like they do in science. Last year pupils met some of the challenging targets set for them, but did not meet them in mathematics because the teaching has not been stimulating enough. Standards are above average in science because pupils have many opportunities to find out things during practical investigative lessons and take responsibility for what they do. This approach makes lessons very interesting for them. Pupils also make good progress in art because the work is lively and stimulating.

## **Personal development and well-being**

### **Grade: 3**

Pupils behave well and are courteous. Relationships are good and add much to the family ethos in school. Pupils confidently state that bullying is not an issue. Their attitudes to school are satisfactory and many enjoy school. Although many pupils work hard in lessons, some do not readily accept the role they could play in improving their work. Despite the school's good efforts, attendance and punctuality are unsatisfactory. The school has made steady progress towards agreed targets for pupils' attendance but still has some way to go. The school has good plans to work more closely with parents to improve matters. Pupils' spiritual, moral, social and cultural development is satisfactory overall. Moral development is a strength and pupils understand clearly how their actions can effect others. The school recognises that there is still work to be done to increase pupils' awareness of different cultures and in how pupils could make a more telling contribution to the life of the school as a community. The school places a good emphasis on pupils staying safe when, for example, learning to cross the road. Pupils' awareness of how to follow a healthy lifestyle is satisfactory and improving well as the school introduces more healthy eating initiatives and continues its strong push on keeping fit and active. Recently pupils have been working with a local manufacturer to design and make shoes. This initiative is proving a good vehicle for enhancing their enterprise skills and for widening their understanding of the world at work.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory with good features. Teaching is best for some of the older pupils in school. In these lessons pupils carry out practical and investigative tasks that capture their imagination and get them thinking. They are expected to make choices, explain what they are doing and to work with little adult help at a fast rate. They readily respond to the demanding tasks set and their learning is good. When

teaching is not as good, lessons lack pace, introductions are too long or there are not enough exciting and interesting activities where pupils' investigative and enquiry skills are developed. Across the school the grouping of pupils by ability in literacy and numeracy has proved successful in improving pupils' progress and raising standards because work is more closely matched to their individual needs. Teaching assistants in all classes make an important contribution to how well pupils with learning difficulties progress because they are skilled and well prepared. The system that teachers use to assess pupils' progress is satisfactory. Good procedures are in place for assessing pupils in English, mathematics and science and the school is beginning to record this information effectively to spot trends and areas where pupils need more support to raise their standards of work.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and is improving well. The good emphasis the school has placed on improving pupils' literacy and numeracy skills has proved successful. However, the school recognises that it needs to improve pupils' writing and investigative skills to help raise standards further. The well planned and organised provision for pupils with learning difficulties helps them make good progress. Adults know pupils well. The increasing emphasis that the school is placing on the art, dance and music curriculum is reaping good rewards. Pupils talk excitedly about their learning and the displays around the school, which are often a riot of colour, fill pupils with a sense of pride. Pupils' learning is further enhanced by a satisfactory range of after school clubs and a range of educational visits and visitors to the school. Pupils talk enthusiastically about the residential visit to the Peak District and about visits from musicians, artists, story tellers and theatre groups.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are satisfactory with some good aspects. The care and welfare of pupils is high priority. Staff have pupils' needs and interests at heart. Adults encourage pupils to look out for one another and they do so willingly. Child protection procedures are well known and adhered to by staff. Arrangements for the safety of pupils are robust. Adults listen to pupils' views offered through the school council. Pupils feel that they have helped to make the school a better place. The school is raising pupils' awareness of being healthy and safe increasingly well. Class and personal targets involve pupils in their learning and ensure that they know how to improve their work. The strong links with outside agencies ensure that vulnerable pupils' needs are catered for well and that pupils with learning difficulties make good progress.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher and governors have been the driving force behind the school's improvement, with the helpful support of the local education authority. Aspects of this work are good, such as the good quality of teamwork between all staff members. The school is in a satisfactory and improving position to advance further and is sound value for money. The headteacher and staff identify realistic targets for improvement to be reached and they know how to reach them. As a result, pupils continue to make better progress year on year. The leadership of science has been particularly successful because the subject leader's knowledge of how pupils learn best has been put into action effectively. Governors are committed to improving the school's performance further and they make accurate checks on the progress the school makes with all its plans. The results of the inspection match closely with the written interpretations that the school has made about its work, but inexperience with the self-evaluation form has led staff and governors to be over-optimistic in their grading. The school consults staff, pupils and parents adequately about its plans. Parents are very content with the school because they feel that the staff listens to them. The school makes sure that all have equal opportunities to participate in what the school offers as they grow older. Staff have made worthwhile progress with the issues arising from the previous inspection, but raising standards further remains the school's top priority.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	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	NA	NA
The effectiveness of the school's self-evaluation	3	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	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	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

We enjoyed visiting your school and meeting you all. Thank you very much for being so friendly and helpful. We liked many of the things we saw. Here are some of them. - You are making better progress with your work each year. Standards of work in science are very encouraging. - You particularly enjoy your artwork and talk excitedly about it. - You behave well and say the school council makes things better. - You know right from wrong. - Adults look after you well and you find some lessons particularly interesting. - The school is improving in lots of ways. Mr. Newton, the staff and Governors have worked hard to make the school better. - Your parents support the school strongly. There are four things we want the school to improve. We are asking the school to do the following. - Give you more opportunities to write your ideas in your own words in English and join your handwriting. - Give you more practical work in mathematics, like you have in science. - Give you more opportunities to make choices in lessons and be more responsible for what you do. - Make sure that you all come to school regularly and on time. We hope you can help your teachers make these improvements by continuing to work hard and by helping one another. We wish you all every success in the future.