

# Newlands Primary School

## Inspection report

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<b>Unique Reference Number</b>	116080
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	326326
<b>Inspection dates</b>	31 March –1 April 2009
<b>Reporting inspector</b>	Carol Worthington

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	181
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Robert Sales
<b>Headteacher</b>	Mr Carl McCarthy
<b>Date of previous school inspection</b>	4 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Dungells Lane Yateley GU46 6EY
<b>Telephone number</b>	01252 871188
<b>Fax number</b>	01252 876581

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This smaller-than-average school serves pupils from Yateley, a small town in Hampshire. Virtually all pupils are of White British origin. A few come from Traveller families. The proportion of pupils with learning difficulties and/or disabilities, particularly those who struggle with reading and writing, is similar to that found nationally. There are 30 children in the Early Years Foundation Stage Reception class.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Newlands is a good school. The acting headteacher provides excellent clarity of vision. In the short time that he has been in post, he has acted quickly to bring about changes to improve pupils' achievement and standards. Parents are extremely supportive of the school. They believe that their children receive a good education. Written comments include, 'Newlands is a great school' and 'my child's progress is outstanding.' They welcome the impact of the acting headteacher. 'The acting head is brilliant' is a comment echoed by many.

Pupils love coming to school. Their attendance is excellent. They enter the Reception class with skills close to those expected for their age and make good progress in literacy and numeracy. They attain above average standards in reading and mathematics by the end of Year 2, though writing standards in 2008 assessments were closer to average. These standards are generally maintained to the end of Year 6. There was a temporary dip in standards in the end of Year 6 national tests in 2007, mainly because of a fall in mathematics and science standards. Under the acting headteacher's clear direction, the leadership team accurately identified where improvements were needed, and formulated plans to bring this about. As a result, performance at Key Stage 2 improved in 2008, particularly in mathematics and science. Standards were above average in English, mathematics and science. The school's comprehensive assessment records indicate that standards continue to rise, particularly in writing and mathematics, with pupils meeting or exceeding challenging targets. They make good progress and achieve well.

Pupils' behaviour is excellent. They have a mature and confident understanding of the rights, respect and responsibility values of the school. They are developing, through the school's local links, their growing knowledge of French and their partnership schools in Africa, an excellent understanding of being a worldwide citizen. This helps them to value the cultural diversity of British society. They understand how to keep themselves healthy and safe, including the safe use of the internet. They are prepared well for secondary school and future life.

Teaching is good and pupils make good progress. The excellent whole-school planning by the curriculum teams makes sure that key skills are developed through all subjects in Years 1 to 6, and that work is matched to the needs of all pupils in every class. Pupils now make consistently good progress in all Key Stage 2 classes. Those who struggle with reading and writing are very well supported by teaching assistants and achieve as well as their peers. Pupils enjoy their lessons; they say they are fun and interesting. They particularly like it when teachers use motivating software on the interactive whiteboards. They also relate well to the good curriculum material relating to the real life of pupils in their partner African schools. Leaders have introduced a new marking scheme in which pupils receive good guidance on how to improve and meet their targets. This is improving pupils' progress, and its use is becoming more consistent in all classes.

The outstanding provision for personal, social and health education and the very good and popular range of extra-curricular clubs and activities have a major impact on pupils' academic and personal development. The 'Rights, Respect and Responsibility' values positively underpin the curriculum and the whole-school ethos.

Leadership and management are good. Governors are a real asset and are highly skilled and committed. They give freely of their time and expertise to support the school well. They have worked successfully with the acting headteacher to secure the strong leadership and management that provide the school with a good capacity to improve further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Children gain a satisfactory experience in Reception. On entry, many children start with skills similar to those expected for their age. They progress and achieve well in spoken English, reading and number work because these aspects are given appropriate priority. They are developed daily through teacher-directed sessions such as those for teaching reading through linking sounds and letters. Children enjoy these lessons and are keen to learn. They behave well when sitting on the carpet and understand the class routines. They are proud of being able to write their names, particularly on the interactive whiteboard. Further writing develops more slowly because everyday opportunities to practise are limited, as are those for enjoying a variety of books. Social development is good. They are friendly young people and delight in playing happily together.

The range of activities is limited and does not develop all areas of the curriculum fully. There is no dedicated outdoor area and outside activities are limited in poor weather. There are opportunities to explore sand and water, and to develop muscle control by riding bikes, but no climbing frame. Free play activities do not often have learning objectives related to literacy and numeracy, so opportunities are missed to develop these skills through these activities. Children are sometimes directed towards learning more suited to older children. As a result, their natural creativity is not well developed.

Assessment is thorough in formal activities, but not apparent in daily observation notes being made by adults. It is insufficiently used to plan for each child as an individual. Good attention is paid to children's welfare, indicating the commitment of staff. Children benefit from the school's excellent procedures for making sure they are safe and well cared for. Adults in charge have a common sense of purpose and have recognised areas for improvement. They are making good use of advice from local partner schools, their local authority and are undergoing training.

### What the school should do to improve further

- Transform the physical environment in the Early Years Foundation Stage so that children have better opportunities to develop their creativity and basic skills through exploration and play, both indoors and out.
- Improve the frequency, accuracy and use of assessment in the Early Years Foundation Stage.

## Achievement and standards

### Grade: 2

End of Year 2 attainment has been above average since 2005 and improving, particularly in reading and mathematics. Standards in writing have been more variable, particularly in the proportion gaining the higher Level 3. The recent school focus on writing has reversed this trend. For the last three years pupils have progressed more rapidly in Key Stage 1 than in Key Stage 2. The school identified that this was because teaching was good more consistently in Key Stage 1. There has been a successful, concerted effort to improve teaching and progress of the older pupils. Standards by the end of Year 6 have been mostly above average. In 2007 English standards remained significantly above average, but there was a dip in mathematics and science. The 2008 test data show this has been reversed by effective measures put in by the school. English, mathematics and science standards were above average. The proportion of pupils at Level 5 was higher in science and mathematics than English because of lower performance in writing. Because of this, the successful writing focus in Key Stage 1 is being

extended to Key Stage 2. The school met its challenging targets, nevertheless, and achievement was good from pupils' starting points. Pupils with learning difficulties and/or disabilities attain higher standards all round than children with similar difficulties nationally. Their progress in school matches that of their fellow pupils because of the good support they receive.

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

### **Grade: 2**

Pupils' personal qualities reflect the values central to the school; these include rights, respect, responsibility and community involvement. Pupils enjoy coming to school and say that their teachers make learning fun. Their attendance is excellent. Their behaviour and attitudes to learning are outstanding. They know that they are safe, valued and listened to by adults who care about them. Pupils demonstrate very safe practices around the school. They report that everyone is 'so nice and kind' and that there is almost no bullying. They build very good relationships with each other and with their teachers. Their support for each other is especially visible in the care that they give to those younger or more vulnerable than themselves.

Pupils show a good awareness of healthy lifestyles. Older ones responsibly help run the healthy tuckshop. They are keen on physical activities and enjoy their early morning exercises and sporting clubs. Pupils are developing an excellent awareness of being good citizens. Their excellent community work ensures that their spiritual, moral, social and cultural development are outstanding. They are eager to learn about the culture of the Traveller pupils who attend the school. Pupils thrive on additional responsibilities; for example as members of the active school council, playground 'buddies' and house captains. Because of their excellent attitudes and rapidly developing basic skills, pupils develop as well-rounded young people who, by the time they leave the school, are ready for the next stage in life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good and helps pupils to learn and achieve well. Teachers make lessons interesting, so pupils enjoy them and develop enthusiasm for their learning. Interactive whiteboards are used particularly well to motivate learning, for example, when an alien spaceship effectively introduces a science lesson. Whiteboards are also used imaginatively to allow pupils to demonstrate their understanding of grammar or mathematics. Teachers in Years 1 to 6 plan appropriate challenges that extend the learning of all pupils in their classes because of their good use of accurate assessment. Marking is conscientious. The introduction of 'next steps' marking in some classes is particularly successful in helping pupils to meet their targets and move on, but is not yet consistent throughout the school. Some teachers sum up well at the end of lessons to enable pupils to check up for themselves how they and their classmates have done. This allows pupils to take an appropriate degree of responsibility for their own learning. Teaching assistants give good support and guidance to pupils who struggle with reading and writing, so they make as good progress as the rest.

### **Curriculum and other activities**

#### **Grade: 2**

School leaders have developed the curriculum successfully to provide pupils with a good range of interesting opportunities so they enjoy their learning. Planning makes very good use of

cross-curricular links between subjects, which allows literacy, numeracy and computer skills to develop well. Good attention to teaching reading through linking sounds with letters is reflected in high standards in reading. Real life projects, often based on activities in their partner schools, drive the curriculum wherever possible, so pupils gain a good knowledge of the whole world and their part in it as global citizens. Personal, social and health education is very well supported by the 'SEAL' project and circle time. The excellent and very popular range of extra-curricular activities, such as clubs, visitors and visits, opens up great opportunities for pupils of all ages to discover and develop skills, aptitudes and interests as well as confidence and self-esteem. Pupils and parents especially value the residential trips. The Reception class curriculum is unbalanced because it does not support equally all the areas of learning for children of this age.

## **Care, guidance and support**

### **Grade: 2**

Pupils are well cared for and the school ethos provides a clear focus on their enjoyment and well-being, while also developing their respect for others and their responsibility to their community. Pupils contribute to their classroom charters, for example, so that they understand the meaning of the school's rights, respect and responsibility values at their own level. The school council's views are taken very seriously by adults and children alike. All safeguarding procedures are fully in place and exemplary. They include those regarding safe use of the internet. Behaviour and attendance are monitored thoroughly. Teachers know pupils and their families well in this small school and have a very good partnership with parents. Links with outside agencies are used exceptionally well in ensuring the well-being of all pupils, especially those with learning difficulties and/or disabilities. Rigorous attention to target-setting and guidance helps to promote good achievement and progress. However, pupils' individual targets are sometimes too general, so that the guidance they receive on how to improve is not precise enough. School leaders are aware of this weakness and are taking steps to resolve it.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The acting headteacher provides excellent clarity of vision. He has quickly identified the priorities for development in Key Stage 2 and in the Foundation Stage. He has moved rapidly to deal with the improvements required for the older pupils and sought interim help from the local authority to support the Foundation Stage. He has begun sensitively and intelligently to deploy staff so that they can make the most of their strengths and has given aspiring leaders good opportunities to develop their skills. The leadership team has accurately identified what the school does well and where most improvements are needed. Under the acting headteacher's clear direction, this good self-evaluation forms the basis of plans to bring about improvement. These steps are promoting pupils' personal development and raising standards, especially in Key Stage 2. There is now a common sense of purpose among staff at all levels, which is focused on the inclusion and achievement of all pupils. Monitoring strategies are proving effective in raising the standard and consistency of teaching, although improvements in teachers' marking are still needed. The school is setting and meeting very challenging targets which are raising pupils' attainment. There are very good links with local schools and organisations which, with the very strong and active partnership with African schools, make the contribution to community cohesion outstanding. Parents are

extremely supportive of the school; they believe that their children receive a very good education. Governors are well informed and proactive in challenging and supporting the school.



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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

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

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

23 April 2009

Dear Pupils

Inspection of Newlands Primary School, Yateley, GU46 6EY

Thank you for being so friendly and helpful when we visited your school a little while ago. We found what you told us very useful. I saw some of you enjoying writing letters in your lessons. So now I am writing you a letter to tell you what we found.

Yours is a good school. Your new headteacher leads the school well. All the staff take good care of you. Teachers make sure your lessons are interesting and we saw you enjoying your learning. They mark your work carefully and this helps you to make progress and meet your targets. Your curriculum helps you learn a lot about life in other countries and brings you into contact with children in your partner schools. You are very lucky to have so many interesting activities both in and out of class. Several of you said you liked the clubs and residential visits in particular.

We were very impressed by your strong community spirit, the way you respect and value each other, and your willingness to take responsibility and help others. We were pleased to see you doing well in your studies, particularly in English, mathematics, science and using computers. You are well prepared to go to secondary school.

We find that children in Reception need some improvements to help them learn better, so we have suggested these:

- more activities they can choose to explore by themselves indoors and outside
- adults can make more notes on the progress the children make to help them plan future work.

You can help teachers a lot by continuing to behave well and work hard. You older ones can set an especially good example to the Reception class and help them to learn.

I wish you all the best for the future.

Yours faithfully

Carol Worthington

Lead Inspector