

# Newlands Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	119984
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	339574
<b>Inspection dates</b>	13–14 October 2009
<b>Reporting inspector</b>	Mike Thompson

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

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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 of pupils on the school roll</b>	266
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Lindsey Orton
<b>Headteacher</b>	Mrs Jane Millward
<b>Date of previous school inspection</b>	3 June 2007
<b>School address</b>	Moore Road Barwell Leicestershire
<b>Telephone number</b>	01455 844369
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 15 lessons or parts of lessons, and held meetings with governors, some members of staff, and groups of pupils. They observed the school's work, and looked at a wide range of documents including the school's Raising Attainment Plan for 2009-10, data showing the progress made by pupils, curriculum plans and samples of timetables. Questionnaires, returned by 63 parents, 96 pupils in Key Stage 2, and 15 members of staff, were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of pupils overall, particularly those with special educational needs and/or disabilities and children in the Early Years Foundation Stage to determine whether teaching is sufficiently challenging and the support and guidance provided are effective
- the impact of initiatives to improve the quality of pupils' writing, particularly in Key Stage 1
- the effectiveness of the curriculum in providing seamless continuity and progression in pupils' learning
- the use and impact of computers on the quality of pupils' day-to-day learning
- the effectiveness of governance, particularly in relation to the promotion of community cohesion.

## Information about the school

Newlands is a larger than average primary school. Almost all of its pupils are of White British heritage, and about a third have special educational needs and/or disabilities. This proportion is well above the national average. The majority of these pupils have speech and language and/or general learning difficulties. Provision for the Early Years Foundation Stage comprises two classes for Reception-age children. The school experienced a turbulent year in 2008, which adversely affected its development. The current headteacher took up her post in January 2009.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

Newlands is a satisfactory and improving school. When asked what they valued most about their school, pupils were quick to identify the attention they receive from the staff, which gives them a feeling of security. Typical of their comments was one made by a Year 4 pupil: 'I appreciate all of the teachers; they really care for us.' Inspectors agree, and found that the day-to-day pastoral care and the procedures to ensure the safeguarding of pupils are both good.

Children get a good start to their education in the Early Years Foundation Stage, where they achieve well in the Reception classes. Children benefit from a wide range of opportunities to develop skills in all areas of the curriculum, and make particularly good use of information and communication technology (ICT). From low starting points, particularly in basic literacy and numeracy, most children make good progress but, nonetheless, fall short of the goals they are expected to attain by the time they transfer to Year 1. Pupils' progress slows in Key Stage 1, but is satisfactory overall, and by the end of Year 2 standards remain well below average in reading, writing and mathematics. Pupils' rates of progress quicken in Key Stage 2 because of their increasing maturity and good attitudes towards learning together with the consistently good teaching found in Years 5 and 6. By the time pupils leave school at the end of Year 6, standards are broadly average. The school's initiative to improve attainment in writing following the last inspection proved to be successful in Key Stage 2, and in the most recent national tests standards in writing rose. However, the initiative has not been successful in Key Stage 1. This is because teachers are not making the best use of time in their lessons and are not giving their pupils enough opportunities to write at length.

Teaching is satisfactory overall. Teachers relate well to their pupils, prepare thoroughly, and often use questioning effectively to sustain the pace of learning. Where teaching is less successful, but satisfactory overall, teachers do not focus enough on using the National Curriculum statements of attainment as a goal to be achieved when planning and delivering their lessons. In particular, this weakness impacts on pupils' writing. Teachers make good use of technology, through the interactive whiteboards in their classrooms, to help illustrate the teaching points to be made. However, pupils in Key Stages 1 and 2 do not make enough use of computers as a day-to-day tool for learning. The curriculum has a number of positive features; for example, there is a good range of extra-curricular activities in sport and the arts which help broaden pupils' horizons. The school is developing what it describes as a 'connected curriculum' in which subjects are linked through topics. This method of working has much to commend it, since it helps add interest and relevance to pupils' learning and enables pupils to practise the skills learned in literacy and numeracy lessons. However, by focusing closely on working in a

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cross-curricular way in order to develop pupils' skills in literacy and numeracy, the school has not always ensured that subjects other than English and mathematics are covered in sufficient depth.

Leadership and management are satisfactory. The new headteacher quickly put in place a number of initiatives designed to raise standards. For example, the 'fresh start' programme for pupils with learning difficulties in Year 5 has resulted in significant improvements in pupils' attitudes towards school and raised self-esteem. However, most of the measures put into place have yet to have an impact on standards across the school. Not all of the issues for improvement identified at the previous inspection have been fully addressed; for instance, standards in writing in Key Stage 1 have not improved. Inspectors have clear evidence to show that this lack of progress resulted from events in 2008, during which time opportunities for staff development were sometimes cancelled, and staff morale suffered. Under the leadership of the new headteacher, staff are working well together as a team; self-evaluation is shared and provides a reasonably accurate picture of the school's strengths and weaknesses. There is now a satisfactory capacity for sustained improvement.

**What does the school need to do to improve further?**

- Raise standards in Key Stage 1, particularly in writing, by:
  - ensuring that teachers focus clearly on the National Curriculum statements of attainment to be achieved when planning their lessons
  - providing regular opportunities for pupils to write at length.
- In Key Stages 1 and 2, improve pupils' access to computers in lessons so that their use becomes an integral part of learning in all areas of the curriculum.
- Review the development of a topic-based curriculum to ensure a greater emphasis on subjects other than English and mathematics.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

During the inspection, the inspectors took a particular interest in the learning of the pupils with special educational needs and/or disabilities. This was because the most recent data giving a perspective on the attainment of these pupils showed that they generally did not do as well as their peers nationally. The new headteacher has put in place a number of strategies to provide carefully targeted help for these pupils. In the 'snapshots' observed, these pupils were learning well when withdrawn from lessons for help in small groups. However, when in whole class groups, these pupils only make satisfactory progress because they sometimes lack the individual attention they need. Pupils told inspectors that one of the things they appreciate about their school is that there are lots of enjoyable activities. These include the 'Take Ten' sessions of aerobic

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exercise which are a daily feature in all classes, and which contribute to pupils' good understanding of how to keep healthy. Throughout the school, the politeness and consideration shown by pupils reflect the well-established and consistently applied procedures for promoting good behaviour. Pupils' contributions to the school community are good. There is an active school council, and pupils show responsibility in carrying out tasks, such as taking the registers to the office or answering the telephone, all of which contribute to the smooth day-to-day running of the school. Attendance rates have been in line with the national average for a number of years. Punctuality has improved, and is now satisfactory, following measures put in place by the new headteacher. Pupils' spiritual, moral, social and cultural development is satisfactory overall. Good features are the clear moral code which permeates the school and the well-developed social skills shown by most pupils. Pupils' spiritual development is satisfactory, as is their cultural awareness. They have a reasonable appreciation of their own cultural heritage, for example through topic work in history. However, with the exception of their studies in learning French, they have a limited understanding of other cultural traditions.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Inspectors were impressed by the teachers' good skills in managing their pupils and in providing clear explanations about new concepts. Pupils' good behaviour and their developing skills in working either independently or with their classmates help create the good climate for learning that was evident in most lessons observed. In all year groups, teaching assistants work well in partnership with teachers. However, even though all teachers display many good technical skills in teaching, the impact of teaching on pupils' learning is not always as good as it should be. In most cases, this is because teachers do not manage time well, and this means that pupils do not always have enough time to work independently on the tasks set. A scrutiny of pupils' books confirmed what inspectors observed in some lessons. In other instances learning slows because teachers give the rest of the class mundane tasks to complete while they focus on teaching small groups of pupils. This was observed in 'guided reading' sessions in Key Stage 1.

Noteworthy features of the curriculum are the school's successful use of a programme to develop the social and emotional aspects of pupils' learning and the provision of specialist teaching in French. A weaker element of the curriculum is pupils' use of ICT to enhance their learning, with pupils reporting that they have few opportunities to use computers during the course of their lessons. The school has rightly concentrated greatly on improving standards of literacy and numeracy, and the recent improvements in national test results in Year 6 show the positive impact of this strategy in Key Stage 2. However, in focusing so strongly on English and mathematics, the time available for other subjects has been reduced. The school is now seeking to remedy this through the development of its 'connected curriculum'.

The needs of individuals are well known to all staff, and pupils feel valued members of the school 'family'. There are very clear, well established, arrangements to induct children into school and to ensure a smooth transition as pupils move between key stages and on to the next phase of their education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

All of the pupils surveyed through the inspection questionnaire felt that the headteacher and senior staff are doing a good job. This reflects the pupils' appreciation of the fact that Newlands is a very inclusive school in which every child really does matter. All staff are strongly committed to ensuring that all pupils enjoy equality of opportunity in an environment free from discrimination.

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The new headteacher has been effective in communicating her high expectations to all the staff, and has introduced a range of measures designed to raise attainment, although the full impact of most of these is yet to be seen across all key stages. The headteacher has made good use of her expertise in all matters relating to the well-being of pupils to ensure that safeguarding procedures are good. Staff with leadership responsibilities have a sound understanding of the issues facing the school. Governors are supportive, but some elements of the challenge that they are required to provide need to be developed. For example, training in analysing the school's performance data would help inform their monitoring. The school's promotion of community cohesion is satisfactory. The school has a strategy for developing community cohesion, but is still in the early stages of implementing this.

The school has satisfactory partnerships with parents and carers. Parents of pupils with special educational needs and/or disabilities are involved in meetings at which targets are set and reviewed. The school has developed good links with a range of professional agencies in order to help meet the needs of pupils. These agencies include social services, speech and language therapy and the local authority school support team.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Provision in the Early Years Foundation Stage has improved since the last inspection. Children in the Reception classes show a keen interest in all aspects of their learning. This is because the staff are good at providing them with a wide range of exciting opportunities for learning which capture their imagination. In some instances, these activities provide pupils with opportunities to use ICT as an aid to learning. For example,



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some children were observed confidently using the computer to generate designs, which they then printed, while others used metal detectors to 'discover' objects hidden in the sand tray. Both indoor and outdoor areas are thoughtfully organised and well equipped. There is a good balance between learning directed by adults and opportunities for children to choose their own activities. The two teachers work well together as a team, and their dialogue contributes strongly to the good climate for learning that characterises the Reception classes. The leadership and management of the Early Years Foundation Stage are good. Children's progress is carefully monitored. However, the next steps for children to take in their individual 'learning journeys' are not always clearly set out.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Parents and carers are generally appreciative of the school. In two areas of the questionnaire in particular, both of which related to communications with the school, a small minority of responses were negative. The inspectors' view is that these responses are not supported by inspection evidence. The school works hard to develop its partnership with parents, and its 'open door' policy is well established. In some instances, for example, although opportunities were provided for parents to meet their children's class teachers early in the term, attendance by parents was poor.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newlands Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 63 completed questionnaires by the end of the on-site inspection. In total, there are 266 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	41	35	55	0	0	0	0
The school keeps my child safe	33	52	28	44	2	3	0	0
The school informs me about my child's progress	18	28	36	56	8	13	0	0
My child is making enough progress at this school	14	22	40	63	5	8	0	0
The teaching is good at this school	20	31	35	55	2	3	0	0
The school helps me to support my child's learning	22	34	32	50	5	8	0	0
The school helps my child to have a healthy lifestyle	27	42	32	50	4	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	23	38	59	4	6	0	0
The school meets my child's particular needs	17	27	35	55	4	6	0	0
The school deals effectively with unacceptable behaviour	14	22	37	58	4	6	0	0
The school takes account of my suggestions and concerns	12	19	33	52	7	11	2	3
The school is led and managed effectively	16	25	40	63	2	3	0	0
Overall, I am happy with my child's experience at this school	24	44	24	44	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



15 October 2009

Dear Pupils

Inspection of Newlands Community Primary School, Barwell, LE9 8AG

On behalf of the inspectors I would like to thank all of you for being so welcoming and helpful to us when we visited your school. We think that your school provides you with a satisfactory education. This means that there are a lot of things that the school is doing right and some things that need to be improved. You can all help your school to become a good school by always trying your hardest and paying careful attention to what your teachers ask you to do.

Here are some of the things we liked best about your school.

We were impressed by your good behaviour and the way you get on well with one another.

Your teachers plan lots of interesting things for you to do.

You feel safe because the staff take good care of you.

You know a lot about how to keep healthy.

Your new headteacher is doing a good job in improving your school.

Every school has something that could be improved, and this is what we think your school should do to make it even better.

We would like you to become better at writing, particularly those of you in Years 1 and 2. One of the ways we would like to see this happen is by your teachers planning your lessons so that you have really clear challenges to meet. Another way is by giving you regular opportunities to write long stories or other pieces of work so that you can practise your skills.

We would also like your teachers to help you to learn even better by giving you more opportunities to use computers in lessons.

We know that you like working on the topics your teachers plan for you, such as the work in your history topic for those of you in Years 5 and 6. However, we would like your teachers to make sure that you also get regular opportunities to develop your skills in all of the other subjects you need to study.

I wish you every success in the future.

Yours sincerely

M Thompson

Lead inspector

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