

# Newlands Primary School

## Inspection report

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<b>Unique Reference Number</b>	133704
<b>Local Authority</b>	Southampton
<b>Inspection number</b>	343801
<b>Inspection dates</b>	22–23 June 2010
<b>Reporting inspector</b>	Michael Pye

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>	311
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cheryl Hubbard
<b>Headteacher</b>	Lou Stapleton
<b>Date of previous school inspection</b>	16 June 2009
<b>School address</b>	Ullswater Road Millbrook Southampton SO16 9EA
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## Introduction

This inspection was carried out by three additional inspectors. They observed 15 lessons. In total, they saw 11 teachers. They held meetings with governors, a group of pupils, staff, and parents and carers. They observed the school's work and looked at data relating to pupils' attainment and progress. The school's development plan, lesson and curriculum plans, governors' minutes, and school policies and procedures, particularly those relating to the health and safety and safeguarding of pupils, were scrutinised. Inspectors also looked at completed questionnaires returned by pupils, staff and from 56 parents and carers.

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

pupils' attainment and progress and whether there are any significant differences in the performance of the various pupil groups, particularly girls in mathematics

the extent to which the teaching has improved and whether the recently reviewed curriculum provides sufficient challenge for all pupils, particularly high attainers and those with gifts and talents

the quality of leadership and management at all levels and what impact they have on pupils' behaviour, attainment and progress

how well the school is dealing with the issue of improving attendance.

## Information about the school

This larger-than-average primary school serves a community in the middle of a social housing estate on the west side of Southampton. Pupils come predominantly from White British backgrounds, the next biggest group being of White and Black Caribbean heritage. The proportion of pupils eligible for free school meals is well above the national average. Few pupils speak English as an additional language. There is an above-average proportion of pupils with special educational needs and/ or disabilities. Most of these have moderate learning, speech and language, and/or emotional and behavioural difficulties. The school provides for the Early Years Foundation Stage in two Reception classes. The school has been recognised nationally through the Activemark and Healthy School Awards.

The privately run pre-school, situated on the school site, is subject to a separate inspection.

At its last inspection, the school's provision was found to be inadequate and significant improvement was required in relation to the attainment of pupils in English, mathematics and science.

**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**

**2**

## Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The school now provides a satisfactory education for its pupils. It has improved quickly and is continuing to do so, with an upward trend in the attainment and progress of pupils. Particular strengths are in the pastoral care provided for pupils and in the leadership of the school. Parents and carers recognise this; one commented, 'The headteacher has turned this school around, the children are learning, their attitudes have changed and the behaviour is the best I have seen for years.' Pupils feel very safe and promote the school as a 'friendly place'. Partnerships are good and used very well for the benefit of pupils in areas, for example, such as sport.

Children enter the Reception classes with skills and knowledge below, and often well below the expected levels for their age. Good teaching, within a caring environment, helps ensure that pupils make good progress across the school. They leave, at the end of Year 6, with broadly average attainment. The number of pupils attaining at the higher levels, while improving, is weakest in mathematics.

Pupils are motivated by the approaches taken by teachers during lessons that help to meet their different learning styles. For example, in one lesson, some pupils were being taught outside, while others used robots and maps to learn about directional language. Relationships are extremely positive and pupils want to be involved in their learning. Excellent opportunities are provided for children to review their work and assess how well they are doing. However, there remain some inconsistencies in teaching. Occasionally, teaching does not provide sufficient challenge to pupils of different abilities, particularly those that are more able. Progress slows when planning focuses on tasks rather than what learning is expected of pupils. Similarly, not all teachers are adept at using questioning to further challenge the understanding of pupils.

The curriculum has been recently reviewed and has some good aspects, particularly regarding the topic work which is now linking different subjects together to help pupils to see the relevance of their learning. For example, the Greek-themed work involved writing, history and cookery as well as art work. The impact of these topics, however, has yet to be fully realised, and the provision for pupils with gifts and talents is underdeveloped.

The work associated with the national awards has had a beneficial impact within school; pupils have a good knowledge of how to remain healthy. They recognise healthy food and are generally eager to make use of the play equipment and exercise at lunchtimes. Given their attainment levels, they are adequately prepared for the next stage in their

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education. A detrimental effect on their progress is the low attendance record of some pupils, often associated with term-time holidays. The school has made determined efforts to improve attendance, but there remains more work to be done, particularly in raising the profile of good attendance within the school. The spiritual, moral, social and cultural development of pupils is good.

Governors monitor the school well and the excellent leadership of the headteacher has ensured that self-evaluation is embedded and accurate. Thorough monitoring has brought improvements to teaching in particular. Significant steps towards improving attainment have taken place in the recent past. Leaders and managers, including governors, have effectively shared this task. The introduction of a system for accurately tracking pupils' progress helps ensure that underachievement is identified at an early stage. A good range of interventions is now available. Consequently, pupils' attainment and progress are improving and this reflects a good capacity to sustain improvement.

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

- Improve attendance through raising the profile of good attendance within the school.
- Improve provision and challenge for pupils with gifts and talents in order to raise their attainment.
- Improve attainment in mathematics and eradicate the inconsistencies in teaching by:
  - ensuring teachers use questioning effectively to challenge pupils' knowledge and understanding
  - identifying the learning expected of different pupil groups rather than the task.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****2**

Pupils thoroughly enjoy their learning and this contributes to their good progress. 'Cool' was the response in an English lesson when pupils were given the opportunity to use 'television' equipment. They react positively to the good opportunities they have in lessons to work collaboratively. In an English lesson, the pupils worked well together when developing a 'freeze frame' based on the feelings of book characters, emphasising expression and body language. Attainment levels have traditionally been well below average by the time the pupils leave at the end of Year 6. School actions have improved the quality of teaching, and consequently attainment is improving and is now broadly average in English, mathematics and science.

Pupils with special educational needs and/or disabilities make good progress as a result of some well-targeted support. The school's accurate self-evaluation identified the need to close the gender gap in mathematics. One-to-one sessions and booster groups designed to reinforce girls' self-esteem were introduced and have had a positive effect

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on their attainment and progress. The gap has closed and girls, along with other pupil groups, such as those speaking English as an additional language, now progress in line with their peers.

Pupils say they feel safe and their views are respected by adults. 'People help each other here,' said one pupil. Behaviour is good and consequently pupils can concentrate on their learning. School council members contribute well to school life. They have made decisions about the dining tables, suggesting round tables so that pupils can more easily talk to each other. While all pupils are involved in raising funds for charity, insufficient numbers of them contribute to the school and local community. Pupils' knowledge of the multicultural nature of life in modern Britain is underdeveloped.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<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>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teaching is good overall but some variation remains. A number of outstanding lessons were seen. For example, in a mathematics lesson, time targets were well used to focus pupils' attention as they worked on developing a theme park using a set budget. In an English lesson, pupils collaborated well to identify what is needed in a written report.

<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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This was a good example of a particular strength in the teaching; pupils being given consistent opportunities to discuss their work. Marking in English is good with pupils receiving detailed guidance about how to improve their work, but this is not as strong in other subjects, such as mathematics. Pupils are asked to use their 'polishing pens' to respond to teachers' comments and to improve their work. High attaining pupils particularly, on occasions, are insufficiently challenged by teachers' questioning and, when asked to perform the same task as other pupils, their progress slows.

The curriculum provides good opportunities for pupils to practise their basic skills in literacy, numeracy and information and communication technology in other subjects. Pupils benefit well from opportunities to research themes. They produce vibrant and interesting 2D and 3D displays such as the 'Black Hole' space museum which shows the planets and their distance from the sun. More problem-solving approaches have been introduced into mathematics, but such opportunities are fewer in science. Each year group has a range of trips and visits, for example to a Second World War workshop, which enrich the pupils' experience. A range of clubs cater for sports and other interests, although there is little provision for pupils with gifts and talents outside the classroom.

The pastoral care for pupils with a very wide range of needs is very good. For example, the rigour with which the school approaches its work in this area, and the positive quality of support for vulnerable pupils, have ensured that barriers to learning have been overcome. These pupils consequently settle well to their work. A very wide range of external agencies are used to benefit pupils. In school, the good work of specialist staff and teaching assistants helps individuals and small groups of pupils to deal with a range of learning and emotional problems. The school's actions have had some impact on improving attendance, particularly with regard to reducing the number of individual pupils that are regularly absent. However, the profile of good attendance is not high enough, reflected in the continuing low attendance of significant number of pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<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>3</b>

**How effective are leadership and management?**

The headteacher, her deputy and the governors have a very clear vision for the school based on sustained improvement. Excellent leadership by the headteacher has seen the school through a demanding period, and her ambition has been effectively shared with staff. An established monitoring cycle is now used well to track the quality of the teaching and of pupils' work and progress. Teaching has improved as a consequence of

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a good range of strategies, such as the 'two week tweaks' which focus on one key aspect of teaching. Progress meetings have been introduced and hold teachers more accountable. Subject coordinators participate fully in the monitoring of their subject. However, their analysis does not sufficiently highlight the progress and attainment of different pupil groups.

Governors visit regularly and know the school well. Statutory duties are met, particularly those to do with safeguarding of pupils. Safeguarding and associated policies and procedures are reviewed regularly, and frequent monitoring takes place if any concerns arise. Partnerships with parents and carers are satisfactory with newsletters and some communication about curriculum topics going home. However, the school website is not as accessible as it might be for parents and carers. Other partnerships support pupils' welfare and progress well, for example through the school cluster support for foreign language teaching. The school ensures equal opportunity through the tracking of different groups. A review of the school's work regarding community cohesion has taken place and, consequently, leaders and governors know the locality and its population well. It has effectively informed development planning but it is early days regarding its strategy at the national and international levels.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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**

From their starting points, children make good progress and, by the end of Reception, most meet the goals set for children of that age. They settle well as a consequence of good induction procedures which include home visits. Children show good behaviour and



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work together well. They achieve well because of good teaching. Teachers use assessment well to plan activities that meet the varied needs of the children. The children's enjoyment of the learning was evident, for example, when they were listening to the story of 'The Three Little Pigs' and when discussing the beginning, middle and end. Writing is a relative weakness and this is a focus for development, along with the provision of more problem-solving opportunities. Teachers use the interactive technology well to enthuse and interest the children, who were eager to see what homes in Singapore were like. Leadership and management are good. One consequence is the establishment of particularly strong partnerships with parents and carers, who benefit from workshops and are kept well informed of their children's progress.

*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

A limited number of parents and carers completed questionnaires. Of those received, the vast majority are happy with the school and all felt that it prepared their child well for the future. A very small minority expressed concerns about the progress of their child. However, inspectors judged progress to be good overall. A few parents and carers had concerns over behaviour but inspectors judged this to be good and that the school handles any problems well.

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

Ofsted invited all the registered parents and carers of pupils registered at Newlands Primary 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 311 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	59	17	30	3	5	0	0
The school keeps my child safe	31	55	22	39	3	5	0	0
The school informs me about my child's progress	29	52	24	43	2	4	0	0
My child is making enough progress at this school	30	54	20	36	5	9	0	0
The teaching is good at this school	26	46	28	50	2	4	0	0
The school helps me to support my child's learning	23	41	30	54	3	5	0	0
The school helps my child to have a healthy lifestyle	24	43	30	54	2	4	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)	23	41	32	57	0	0	0	0
The school meets my child's particular needs	26	46	29	52	0	0	0	0
The school deals effectively with unacceptable behaviour	21	38	29	52	4	7	0	0
The school takes account of my suggestions and concerns	21	38	32	57	1	2	2	4
The school is led and managed effectively	27	48	28	50	0	0	1	2
Overall, I am happy with my child's experience at this school	32	57	23	41	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.**



23 June 2010

Dear Pupils

Inspection of Newlands Primary School, Southampton SO16 9EA

Thank you for making us so welcome during our recent visit to your school. You were eager to tell us about your experiences and we listened carefully to what you had to say. Newlands is a satisfactory school. This means it does some things well but other things could be improved. Many of your parents and carers feel, and we agree, that the school has quickly improved.

We particularly like the way in which the school cares for you, especially those of you who find school life difficult at times. Your school works well with people from outside to help and support you. You told us that you feel safe and you have a good understanding about how to stay healthy and fit. You certainly seem to enjoy exercising on the lovely school field! We also liked the progress that you make in your work. This good progress results from you behaving well and also from you having a very positive approach to your work. We could see how you are so responsible when asked to assess your own work. Well done!

All the adults are working hard to improve things even more. One improvement you told us about was that you now have a good mix of activities which you enjoy doing. We could see the results in your Greek work and in the wonderful 'Black Hole' space museum! The school is also working hard to improve your attendance because some of you take too much time off during the term and this slows your progress considerably. You can help by coming into school as much as possible and we have asked the school to go even further in encouraging this. We have also asked the school to:  
provide more things and more challenge for those of you with special talents  
make sure that all teachers challenge you to do your best.

On behalf of my colleagues, I thank you again and wish you the very best for the future.

Yours sincerely

Michael Pye

Lead Inspector

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