

Tribal  
1-4 Portland Square  
BRISTOL  
BS2 8RR

T 08456 40 40 40  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T 0845 6404045  
Ofstedhelpline@ofsted.gov.uk

29 March 2010

Ms L Stapleton  
Newlands Primary School  
Ullswater Road  
Millbrook  
Southampton  
SO16 9EA

Dear Ms Stapleton

Ofsted monitoring of schools with a notice to improve

Thank you for the help which you and your staff gave when I inspected your school on 23 March 2010 and for the information which you provided during my visit. Please also pass on my thanks to your School Improvement Partner and especially to the pupils who were so welcoming.

Since the inspection, there have been no significant contextual changes. Staffing has stabilised and no teachers have left the school since last summer. There is now a complete senior leadership team. Similarly, with the governing body, there have been few recent changes and there are two parent vacancies at present. The school is increasing in size and will take two full classes of pupils into the Early Years Foundation Stage as from next September.

As a result of the inspection on 16 June 2009, the school was asked to raise standards so that, by the end of Years 2 and 6, pupils' attainment is broadly in line with national averages in reading, writing, mathematics and science.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievement.

My visits to a sample of lessons confirmed that the school's analysis of information on pupils' performance is accurate and shows that overall attainment is improving. Pupils are making good progress and attainment in reading, writing, mathematics and science is improving. There is a steady upward trend in outcomes and the gap between school and national averages is narrowing. Attainment at the end of both Key Stages 1 and 2 is currently below average. This represents good progress as pupils entered these key stages with attainment that was significantly below that expected for their age. These improvements are as a result of the strenuous efforts



made by the school to improve pupils' basic skills. Teachers have much higher expectations of their pupils, both in terms of behaviour and performance. Pupils know this and respond by trying to do their best in lessons. Behaviour in all lessons visited was exemplary. Teaching is improving and more lessons are now of good, and in some cases outstanding, quality. Pupils are proud of the quality of their work and keen to show what they can do. For example, they have set up and organised their own museum of Greek history in a very impressive display. Relationships in lessons are excellent and pupils are keen to learn and contribute, especially where they are given opportunities to work together and take responsibility for their own learning. This is particularly well supported by the assessment strategies used by teachers where, as a lesson progresses, pupils are expected to judge their own development in knowledge and understanding using 'traffic lights'. Pupils are increasingly skilled in this and participate enthusiastically as it helps them to know what they have to do to improve their learning. Marking of pupils' work continues with this strategy and there are many examples of good assessment practice that help raise achievement in literacy and numeracy, including pupils marking their own work and that of their peers. Marking in science is not as informative as in literacy and numeracy.

Last year the school adopted a new approach to teaching phonics and this is having an impact on pupils' reading and writing skills. Pupils of all ages who are not making enough progress are supported by the new system and this is making a good contribution to improving basic skills.

Through the strong leadership and clear vision of the headteacher and deputy headteacher, the school is now focused on improving learning and achievement. Middle leaders now take a much more strategic view of their areas and show greater understanding of their responsibilities for monitoring and evaluating the quality of education. There is a strong and successful focus on tracking pupils' progress over time and targets set for pupils' performance are flexible and challenging.

The school is well supported by the local authority with input coordinated through a good action plan. Support is provided as appropriate and is helping the school to maintain improvements. The work of the School Improvement Partner is a key feature of monitoring improvement and collating evidence of progress.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Christine Jones

Her Majesty's Inspector

