

Newland St John CofE Primary School

Inspection report

Unique Reference Number	118031
Local Authority	Kingston-upon-Hull
Inspection number	326746
Inspection dates	4–5 June 2009
Reporting inspector	Mrs Lynne Read

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	200
Appropriate authority	The governing body
Chair	Revd Melvin Tinker
Headteacher	Mrs Rachel Robinson
Date of previous school inspection	July 2006
School address	Beresford Avenue Hull HU6 7LS
Telephone number	01482 447152
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Age group	4–11
Inspection date(s)	04–05 June 2009
Inspection number	326746

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Pupils come from a very wide area of Hull to attend this average-sized primary school. The proportion of pupils claiming free school meals is above average. Most pupils are of White British backgrounds. Around 6% have European, African or Asian heritage and many of these are learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is above average and a much higher number than usual have statements of special educational needs. The school has become increasingly popular and a high number of pupils enter part way through their education.

The Early Years Foundation Stage offers full time places in the Reception class. Most pupils are taught in single age groups with one Key Stage 2 class having mixed ages. Extended facilities run by the school include a breakfast club. Part time pre-school nursery places are offered by a private provider on school premises. This did not form part of the school inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Newland St John's Church of England Primary is a good school and provides good value for money. Pupils' personal development is outstanding. Parents describe it as 'a very happy, enthusiastic, and productive school' and say that staff are approachable and helpful. Excellent links with the church, other schools and agencies provide many benefits for pupils' personal and learning needs. For example, the partnership with a local secondary school provides additional sporting opportunities and links with a school in Ghana are helping pupils to develop a global view of life. The liaison with the pre-school nursery helps children to settle quickly into school and provides access to additional resources. The popular breakfast club provides a good start to the day.

By the end of Year 6 standards are average. From a starting point below that typically expected for their age, achievement is good in the Reception class and both key stages. The school is very effective in supporting the large proportion of pupils who have learning or emotional difficulties and/or disabilities and those who arrive part way through their education. The more able pupils do well because they have good challenges to stretch them. There have been good improvements in writing but in mathematics, pupils' skills of problem solving are not as strong as other aspects, such as calculating.

Teaching is good overall and there is some outstanding practice. Across the school, lessons provide good opportunities for pupils to be active, enthusiastic learners. Marking and the advice given to pupils to guide their learning is good in English but that provided in mathematics is less effective. The good curriculum is enhanced by an excellent selection of visits and out-of-school clubs which inspires pupils and extends their experiences. Learning includes a very strong emphasis on personal, social and health education. Pupils are proud of their Healthy Schools Award that recognises the good work done to help them live safe and healthy lives.

Personal development, including behaviour, is outstanding and supported by an excellent system of pastoral care. The school provides an extremely secure, nurturing environment and pupils say they enjoy learning. Pupils make an excellent contribution to the school community. They carry out a range of jobs and, through their school council, make a significant contribution to planning improvements. Pupils leave the school as confident and mature individuals, with a record of good achievement that prepares them well for the next stage of their education.

The headteacher, ably supported by the assistant headteacher, has an accurate overview of the school. She is a good, inspirational leader, communicating her vision for the school clearly. This school is very successful in identifying and eliminating factors that might get in the way of learning. This is a major factor behind the good progress that pupils make and their excellent personal skills. Managers keep a close eye on achievement and standards and use the information gathered to plan school development, thus ensuring that issues are addressed. As a result, achievement in Key Stage 1 and in writing throughout school has shown good improvements recently. With this proven track record, the school has good capacity to improve further.

Effectiveness of the Early Years Foundation Stage **Grade: 2**

Children have a flying start to their education. When they enter the Reception class, children's development varies widely. For some it is more advanced than expected but, on balance, it is below that usually seen for children of this age. Good induction arrangements and excellent welfare help children to settle and thrive. As a result, children are confident and eager to try out new things. Their personal skills develop rapidly and behaviour is excellent.

Teaching and the curriculum are both good with a well-planned balance between children discovering things for themselves and taught sessions with an adult. Carefully planned tasks and well-chosen resources, both indoors and out, meet the full range of children's needs. Staff constantly assess progress and plan activities that build very effectively on children's developing knowledge and skills. As a result, children, including those who have learning difficulties and/or disabilities make good progress. By the time they enter Year 1 most are attaining in line with the national average although a minority require further support before they are ready to start National Curriculum work. Good leadership and teamwork provide a vibrant and exciting learning environment in which all children are valued.

What the school should do to improve further

- Provide a stronger emphasis on problem solving work in mathematics in order to improve progress further.
- Develop marking and advice given to pupils in mathematics to make it as effective as that provided in English.

Achievement and standards **Grade: 2**

Overall achievement is good and standards are average by Year 6. A high proportion of pupils have learning difficulties and/or disabilities and many enter part way through Key Stages 1 and 2. As a result, the results of national tests do not always present a full picture of the progress that pupils actually make in their time at school. Teachers' assessments at the end of Year 2 in 2008 were lower than usual and below average. The school acted swiftly to resolve issues in teaching and learning. The current, reliable records show that progress in Key Stage 1 is now good. Current standards are close to average.

Progress is good in Key Stage 2 but is relatively better in English and science than in mathematics. Good improvements have been made in writing. Of the 2008 Year 6 group, just 70% had received all of their Key Stage 2 education at the school. Around 57% of pupils needed extra help to meet their learning, language or emotional needs. Nevertheless, pupils met the challenging expectations set for them. The very detailed tracking records show that pupils, including boys and girls, those with learning difficulties and/or disabilities or who are learning English as an additional language, make good progress from their starting points. In mathematics,

pupils have good skills of calculation but skills in problem solving are not as well developed.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being, including their social, moral, spiritual and cultural development, are outstanding. They are effectively encouraged through good links with the church and an excellent programme for personal and social education. Across the school, pupils thoroughly enjoy learning, have a strong work ethic and are very confident in their own abilities. Behaviour is exemplary for the majority and pupils are very considerate of each other. They say that incidents of bullying are rare and dealt with swiftly. The majority of pupils have good attendance and the school works very effectively with outside agencies to discourage unnecessary absences.

Pupils have an excellent understanding of healthy living and staying safe and say they feel safe. They learn how to manage risk in their lives and receive training in important areas such as first aid and fire prevention. Through their 'food for life' project they enjoy gardening and cooking sessions and develop an excellent awareness of environmental issues. Pupils play an important part in decision making through their elected school council and are keen to take responsibility for jobs around school. For example, the 'Friendship Squads' help to ensure that pupils enjoy their playtimes to the full. Pupils benefit from an insight into the world of work through good links with a local chemical company. These factors, together with good achievement, prepare pupils well for their future education and citizenship.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and are sometimes excellent for pupils in Years 5 and 6. Relationships are excellent and pupils say their lessons are fun. Staff are very effective in questioning and this leads to some lively class discussions and good skills in speaking and listening. The school works hard to provide an active approach to learning and to find topics and books to interest boys. Lessons therefore cater for pupils' different learning styles and motivate them successfully. The information from regular assessments is very well used to plan work for the different ability groups. The more able pupils enjoy extension tasks. Pupils who have learning or emotional difficulties and/or disabilities or are learning English as an additional language have excellent support and do well. In some mathematics lessons pupils have good opportunities for applying their skills and solving problems but this type of investigative work is not emphasised sufficiently in lessons.

Teaching assistants are well trained and experienced. They make a significant contribution to learning, both in class and group work. Teachers provide good encouragement and help for pupils during lessons. The marking of writing is helpful

in highlighting what is good and advising pupils how they can improve their work. It is less detailed, and therefore less helpful, in mathematics.

Curriculum and other activities

Grade: 2

The curriculum includes French lessons and very effectively promotes pupils' creative and physical skills as well as the academic. Intervention groups and individual tuition sessions are highly successful in catering for emotional and learning needs. Pupils say the themed or 'mega days' are the highlight of the term. They especially enjoyed the 'puzzle day' which extended their thinking skills. Lessons include increasing opportunities for pupils to practise their key skills, such as in writing or information and communication technology (ICT), but managers recognise that there is scope to extend this work further.

An excellent variety of additional experiences is provided through visits and expert visitors, which broaden pupils' horizons. Pupils' talk enthusiastically about the many interesting trips planned for them, especially the residential experience for Year 6. A varied range of out-of-school clubs encourages pupils to develop their interests and talents. For example, the Latin and film critic clubs are popular choices.

Care, guidance and support

Grade: 2

Guidance to help pupils' learning is good and pastoral support is excellent. Parents praise this element of the school's work with comments such as 'children are cared for and nurtured as individuals'. Meticulous attention is given to health and safety matters. Procedures for safeguarding pupils meet requirements fully. Staff go to exceptional lengths to find specialist help and resources where a need is identified. As a result, pupils are enabled to cope with the conventions of the classroom and take full advantage of all that the school offers. Staff are diligent and supervision at breaks and lunchtimes is very good. Pupils say there is always an adult on hand if they have any worries.

Regular assessments and the tracking of learning are well established and provide a clear picture of pupils' progress. The learning of all groups of pupils is carefully analysed and additional help is targeted to best effect. Guidance to help pupils improve their work is good in English, science and ICT. Target sheets provide goals to aim for and pupils have a clear idea of how well they are doing by checking their 'learning ladders'. Parts of this good practice are extended to mathematics but, because there are no target sheets, guidance is less effective.

Leadership and management

Grade: 2

Leadership and management are good and staff share a vision of excellence. A strong emphasis on teamwork means that expertise and experience is used to best effect. Senior and subject leaders keep a close eye on provision and achievement. They clearly know the strengths of the school and the areas for improvement. The role of the key stage leaders is currently being developed in order to make monitoring even more efficient. This a school where equal opportunities are

promoted extremely well. Staff and governors work exceptionally hard to ensure that different groups of pupils, such as boys and girls and those from different backgrounds, have full and equal access to all activities on offer.

Governors are exceptionally well informed and take a very active role in managing and leading the school and improvement planning. They are not afraid to try out innovative ideas in their pursuit of excellence and use resources, including grants and funds raised by the Parents and Friends Association, to best effect. Governance is outstanding and all statutory requirements are met. Community cohesion is outstanding. Pupils derive an excellent sense of citizenship through involvement in local and church events. Working with outside agencies, staff are highly successful in developing trusting relationships with families. This is having a positive effect on attendance and encouraging parents to support their children's education.

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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 effectiveness of boarding provision	N/A
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?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
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

¹Grade 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

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
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

How effective are teaching and learning in meeting the full range of learners' needs?	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

How effective are leadership and management in raising achievement and supporting all learners?	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	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
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	1
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



6 June 2009

Dear Pupils

**Inspection of Newland St John CofE Primary School, Kingston-upon-Hull.
HU6 7LS**

Thank you for the very warm welcome you gave my colleague and I when we visited your school. We thoroughly enjoyed our time with you and appreciated all the help you gave us. In return, I would like to tell you what we found out.

Newland St John's is a good school. We were very impressed with your excellent behaviour, good manners and friendliness. You get on extremely well together and take very good care of each other. Your teachers are very proud of you. Your council members ensure that your views are known and we think you did a wonderful job helping to develop 'the haven' in your grounds. Your successful fundraising work shows that you are growing into thoughtful citizens, and that you care about those who are less fortunate in the world.

The school is a safe and happy place. You describe your teachers as 'just amazing because they make the lessons exciting'. We think that is one reason why you try so hard. Please thank your parents for sending lots of replies to the questionnaire. They are very pleased with the school. They describe you as 'happy, well adjusted, educated individuals' and we agree.

You are keen to learn, work hard and are making good progress. Those of you in the Reception class have a good, enjoyable start to your learning. In Years 1 to 6 you have worked hard to improve your writing. Well done! Progress in your mathematics work is good but not quite as strong. We saw some of you working on challenging problems and using your mathematical skills to the full. However, we did not see enough of this type of work in your books. I have asked your teachers to include more problem solving in your lessons to improve your progress even further. You have very detailed marking and target sheets in English to help you succeed. I have asked your teachers to provide something similar in mathematics so you have the same sort of useful advice in that subject also.

Thank you once again for the interesting conversations we had and for letting us share your work and play. Please accept my best wishes for the future.

Yours faithfully,

Mrs Lynne Read
Lead inspector