

Newlands Primary School

Dumpton Lane, Ramsgate, CT11 7AJ

Inspection dates 16–17 December 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Leaders and managers have not yet ensured that the quality of teaching is always good in every year group.
- Pupils' behaviour is not always good. Some pupils say they have concerns about the behaviour of older pupils.
- Teaching at Key Stages 1 and 2 is not always good. In a few lessons, teachers do not check if pupils have fully understood the learning.
- Recently, the rate of pupils' progress has begun to quicken. However, this has not resulted in attainment which matches the national average for almost all pupils.
- Disadvantaged pupils do not yet make enough progress. Their achievements do not match those of their peers in the school and nationally.
- The governing body has recently reviewed its own work and is going through a process of re-organisation. A few, but not all, governors ask challenging questions to improve their understanding of how well the school is doing.

The school has the following strengths

- The headteacher and senior leaders have taken action to improve the quality of teaching since the last inspection so that it is no longer inadequate. As a result, pupils are beginning to make faster progress, particularly in the younger classes.
- Although they express some concerns about behaviour, pupils say that they feel safe at school. They know who will help them if they are worried.
- Pupils have a good understanding of the common dangers, particularly those associated with the internet.
- Children get off to a flying start in the Reception Year. As a result, younger pupils are well prepared for the next stage of their learning.
- School leaders' rigorous actions to improve attendance have had the desired impact. Pupils' attendance now matches national expectations.

Information about this inspection

- Inspectors visited 16 lessons, and were accompanied by a senior leader on five occasions. Inspectors heard pupils read and joined them for their Christmas carol concert. A scrutiny of work in pupils’ books and folders was also carried out.
- Inspectors held meetings with pupils to hear their views about the school and met them informally in the playground at lunchtime.
- Inspectors took account of the 55 responses to the online questionnaire (Parent View). In addition, inspectors took account of the 32 responses to a questionnaire from members of staff.
- Meetings were held with school leaders and governors, with the director of primary schools from the academy trust, and with parents and staff.
- Inspectors looked at a range of school documents, including minutes of governors’ meetings and records which show how leaders check on the quality of teaching and pupils’ achievements. Inspectors reviewed policies for keeping pupils safe as well as behaviour and incident records.

Inspection team

Robert Pugh, Lead inspector	Additional Inspector
Andrew Lyons	Additional Inspector
Anne Allen	Additional Inspector

Full report

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.

Information about this school

- This school is larger than the average-sized primary school. Pupils in the early years provision attend full time. There are a number of after-school clubs.
- The school is a member of the The Kemnal Academy Trust (TKAT). The school works in partnership with others within the academy trust and the leadership team has been supported by the academy trust in recent terms. The governing body is currently being reorganised and there have been some changes in the school leadership team since the last inspection.
- The number of disadvantaged pupils who are eligible to receive the pupil premium is twice the national average. This is additional government funding to support pupils known to be eligible for free school meals or children who are looked after by the local authority.
- The majority of pupils come from White British backgrounds. About one in ten pupils has a language other than English as their first language at home, very often this is another European language.
- Just under one in five pupils has special educational needs or disabilities, which is well above the national average.
- The school meets the government's current floor standard, which sets the minimum standards for attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve teaching and raise levels of pupils' attainment, especially in grammar, punctuation and spelling, by ensuring that teachers:
 - provide more opportunities for writing in all subjects, and always correct errors in pupils' written work
 - use questions effectively to check how much pupils have understood
 - provide verbal feedback in lessons to inform pupils about the quality of their answers.
- Improve pupils' behaviour so that it is at least good by:
 - ensuring that staff always address difficult behaviour which occurs in the playground, swiftly and effectively
 - ensuring that low level disruption in class is dealt with quickly so that learning is not interrupted.
- Improve leaders' monitoring of pupils' progress, by using performance information more precisely so that pupils are challenged to achieve well.

Inspection judgements

The leadership and management

requires improvement

- The headteacher knows the school well and is determined to make it better, where pupils' behaviour and learning can flourish. She is supported in this commitment to improvement by a strengthened leadership team. School leaders understand that the school has strengths and weaknesses. Their development plans have brought about some improvements in the quality of teaching and pupils' achievement since the previous inspection.
- School leaders have not been able to convince all parents that the school has improved. Parents, and some pupils, express concerns about behaviour and about the quality of information they receive from the school.
- Leadership in the early years provision is good, because the quality of teaching has improved and has led to better progress for younger children.
- School leaders use the information they gain from visiting lessons to design improvement targets for teachers. This has helped to raise the quality of teaching in some classes. However, there is still too much teaching which is not good enough. The recently improved progress rates by pupils have not yet resulted in higher levels of attainment.
- Middle leaders are aware of their responsibilities. They have broadened the range of experiences which pupils gain at school, for example by introducing French as a subject. Pupils are well prepared for life in modern Britain. Their teachers ensure that the termly themes help them discover more about the differences and similarities between lifestyles in the past, the present and the future.
- School leaders have used additional government funding for disadvantaged pupils to raise pupils' achievements in a number of areas. For example, they employ a speech and language therapist and an attendance officer from these funds. Both are beginning to have a positive impact. Pupils' communication skills show signs of improvement and their attendance rates are higher. School leaders do all that they can to ensure that every pupil has an equal opportunity to participate in every area of learning, including visits and clubs.
- Funding provided for sports and physical education development has been used to good effect to develop teachers' skills. This has enabled teachers to improve the quality of their teaching, and to promote participation in sports events and in after-school clubs.
- Pupils' spiritual, moral, cultural and social development is met well. Pupils learn about different faiths and about the lives of people in other countries.
- School leaders have ensured that all requirements for child protection and keeping pupils safe are in place. They know the signs to look for because their training is effective.
- The academy trust has provided appropriate levels of support to this school, in particular by helping school leaders to monitor its work more effectively.
- **The governance of the school:**
 - Members of the governing body are very keen that the school should be at the heart of its community. They understand the need to be more effective and have recently reviewed their own organisation, which has resulted in a number of changes. The training they have received has helped them to ask challenging questions about pupils' safety, their progress and the quality of teaching. Governors demonstrate their understanding of the school's performance data through their detailed questions to the headteacher in their meetings. Some governors visit regularly, and use their time in school to check that priorities for improvement are being followed. Governors have made suitable arrangements for monitoring the headteacher's performance. They know about the process for setting targets for teachers and the link between pupils' progress and teachers' salary increases. They understand how additional government funding is being spent and what impact it is having on their achievements. Governors monitor school policies and procedures for keeping pupils safe.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of pupils requires improvement. They are not always positive about learning in class and there are occasions when low level disruption interferes with the learning of others. Teachers are not always quick enough to respond when there is too much 'off-task' chatter. This is why behaviour is not good.
- Some pupils told inspectors that they are concerned about the behaviour and attitudes of a few older

pupils. However, pupils say that they know who will help them when they are worried.

- Pupils are usually well behaved in the corridors and playground, and they enjoy the company of their friends. Sometimes, they are not so aware of the needs of others and they do not always take good care of school property.
- Pupils say that they enjoy coming to school and are very clear about the subjects and learning that they like. Their rates of attendance have improved since the last inspection, which now meet national expectations.
- Those selected to be school councillors go about their work diligently. They are pleased that their views were listened to when the school uniform was re-designed.

Safety

- The school's work to keep pupils safe and secure is good. School leaders follow up rigorously when pupils do not attend. They are persistent when they have concerns and do everything they can to make sure that these are followed through by the appropriate professional.
- Although pupils express some concerns about behaviour, they also say that they feel safe at school. This is because they know that staff will sort out any worrying situations. They are aware that there are different kinds of bullying, but express no concerns about racism or other types of bullying at school.
- Records about those incidents which occur are thorough. Risk assessments are rigorous. Pupils told an inspector that they feel very well looked after when they are on visits away from school, for example when visiting St Paul's Cathedral in London.
- Pupils remember their learning about staying safe using the internet, and they know about common dangers in the community.

The quality of teaching

requires improvement

- Teaching has not been good enough over time to ensure that pupils make good progress and attain well in all subjects and year groups. Sometimes, teachers' planning concentrates too much on what adults will do rather than what pupils should learn.
- The teaching of mathematics and literacy requires improvement, especially in Key Stage 2 classes, so that pupils are better prepared for the next stage of their education. The additional support designed for disabled pupils or those with special educational needs or disabilities is generally effective. It is beginning to help these pupils to make better progress over time.
- Teachers do not always give sufficient emphasis to asking probing questions to check how much each pupil knows. On some occasions, the questions they ask are not understood, which means that the learning cannot move forwards as fast as it should. Verbal feedback given when pupils answer questions is not always sharp enough for them to be clear about the quality of their answer.
- Improvements since the last inspection include better teaching of reading, especially in classes for younger pupils. This has resulted in more pupils learning to recognise the sounds that letters make (phonics) when they are reading. Some pupils have made such good progress in reading that they are able to help their friends when they are stuck.
- Teaching assistants help pupils to work on their tasks in lessons and they prompt pupils to think about answers and work out solutions for themselves. There are times when pupils' behaviour stops others working. Teachers and their assistants do not always act quickly enough to ensure that everyone is learning as well as they should.
- Teachers mark pupils' work books regularly. However, the quality of feedback they provide is too variable. Sometimes it is precise, telling the pupil exactly how well they have done and offering good advice about next steps. Also, teachers do not always correct spelling mistakes or highlight the error when a pupil has become confused about the shape of a letter or number.

The achievement of pupils

requires improvement

- When pupils move into Year 1, many have developed skills which are typical for their age. Their good progress in the Reception Year, from low starting points, sets them up well for the next stage of their learning.
- Information, from 2014, shows that by the time they reach Year 2, pupils' attainment is above average in reading, with more pupils moving to Level 3. In writing and mathematics, their attainment is broadly

average. This represents an improvement on previous years.

- Pupils do not make enough progress at Key Stage 2. By the end of Year 6, the number who meets national expectations in mathematics and in writing is average, but only a few reach the higher levels. In reading, a lower than average proportion meets national expectations. In grammar, punctuation and spelling, pupils' attainment is significantly below average. This is because teachers do not always pay close enough attention to correcting spelling mistakes in pupils' work books.
- Disabled pupils and those with special educational needs make reasonable progress over time which matches that of their peers. There are a few examples of these pupils making good progress in English as a result of carefully planned specialist support from teachers and assistants.
- Disadvantaged pupils make good progress in writing by the end of Key Stage 2, but this is not matched by equivalent gains in mathematics, reading and spelling. In these subjects, their attainment levels are lower by three terms than pupils in the rest of the school, which is similar for disadvantaged pupils nationally.
- Checks show that the gap is beginning to close between disadvantaged pupils and their peers in the school and nationally. The number of pupils who attain the expected level in the Year 1 phonics check is higher than that seen nationally.
- The progress made by a very few of the most able pupils means that they make gains which are above national expectations for their ages.
- Because teaching is improving, pupils are beginning to make more rapid progress. However, this has not yet resulted in good attainment over time.

The early years provision

is good

- There have been rapid improvements to provision in the early years. This is because leadership has been strengthened as a result of the direct intervention of the academy trust's early years manager. The environment for learning and play has been redesigned and contains a range of resources and play equipment which children find exciting and stimulating.
- Children's behaviour is good as the children learn and play together. They cooperate well and enjoy each other's company, because they are encouraged to work together in pairs. This also helps them to develop good communication skills. Children are very safe because staff know them so well and take time to work with their parents to find out about their individual care needs. Staff are very vigilant.
- Teaching is good in this part of the school. Teachers' plans contain very clear information about the priorities for learning for every child. Teachers ensure that appropriate levels of support are offered as children practise reading, sounding out and writing new words. A good example of this was seen when children were explaining what Reggie the Reindeer was saying. Staff used well-pitched questions and prompts to ensure that everyone could make a good contribution to the discussion.
- Children make good progress from the very start. Staff review their achievements regularly and make sure that parents are kept well informed. Many children begin school with low levels of development. By the time they move into Year 1, they are at levels of development which are typical for their age, which represents good progress over time.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138436
Local authority	Kent
Inspection number	447733

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	380
Appropriate authority	The governing body
Chair	Paul Barnard
Headteacher	Joanne Wetherell
Date of previous school inspection	12–13 June 2013
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