

# Newland School for Girls

Thorpe Park Road, Hull, HU6 9ES

**Inspection dates** 23–24 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

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

- Teaching is not good enough to result in students' good progress throughout the school.
- Work is not planned carefully enough to help students to make good or better progress. It is not regularly a close enough match to what students know and can do.
- Not enough students reach the highest grades.
- The behaviour policy is not used in all lessons to support good behaviour.
- Not all leaders check regularly enough how good teaching and behaviour are, or how well students are learning and behaving. Senior leaders do not always have a fully up-to-date picture of whether improvements are making the impact that they should, over a period of time.

### The school has the following strengths

- Standards in mathematics have improved and are average.
- Students feel safe in school.
- Attendance is above average and continues to improve.
- Students in the personalised learning centre make good progress.
- Members of the governing body know a lot about the school and this means that they can question its work and help it to make further improvements.

## Information about this inspection

- Inspectors observed 32 lessons, of which 3 were joint observations with the headteacher or the teaching and learning co-ordinator.
- Discussions were held with the headteacher and other senior staff, heads of subjects and heads of house, groups of students, five representatives of the Governing Body and a representative from the local authority.
- Inspectors took into account the 11 responses to the on-line questionnaire (Parent View) in planning and carrying out the inspection.
- The inspection team observed the school's work and scrutinised a range of documentation, including the school's data about the achievement of all groups of students, its improvement planning, records of behaviour and attendance and minutes of governing body meetings.

## Inspection team

Lynne Blakelock, Lead inspector	Additional Inspector
Janet Pruchniewicz	Additional Inspector
Patrick Feerick	Additional Inspector
Patrick Hargreaves	Additional Inspector

## Full report

### Information about this school

- It is smaller than most schools of its type and serves a city-wide catchment area.
- Most students are of White British heritage.
- The proportion of students known to be eligible for free school meals and for whom the school receives additional funding (the pupil premium) is above average.
- The proportion of students with disabilities or who have special educational needs that are supported by school action, school action plus, or by a statement of special educational needs, is below average.
- A growing number of students speaks English as an additional language.
- The proportion of students who join the school part-way through their secondary education is above average.
- The school's recent GCSE results meet the government's current floor standards, which set the minimum requirements for attainment and progress.
- It has been housed in temporary accommodation since September 2012. Major rebuilding and refurbishment of the permanent site is being carried out as part of the Building Schools for the Future programme.

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

- Improve the quality of teaching and learning for students of all abilities so that they are consistently good or better by making sure that:
  - work for all groups of students, and particularly for those capable of reaching higher levels, is planned carefully to match what they already know and what they can do, in order to quicken their progress
  - all staff apply the behaviour policy consistently throughout the school and have high expectations of students' attitudes to learning.
- Improve the long-term effectiveness of leaders and managers by ensuring that:
  - subject leaders and heads of house make regular, frequent and detailed checks on how well students are learning and behaving, and act on their findings
  - leaders ensure that teaching practices in their areas are consistent and effective in raising standards
  - senior leaders check in detail the sustained impact of the improvements made.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement needs to improve because not enough students make good progress. It is particularly so for those who are capable of achieving higher levels. Students do not make good progress on a regular basis because their work is not planned carefully or consistently enough. However, where teaching is regularly good, students of all abilities achieve well. There were examples of very sophisticated writing in a Year 9 English lesson, where language was used very clearly to build an atmosphere of suspense and tension.
- Students' attainment is average. It shows improvement in recent years, from significantly below average standards in the proportion achieving 5 A\* to C grades, including English and mathematics. Attainment in mathematics rose to average in 2012; while English results fell from the 2011 level, they represent adequate progress from students' individual starting points.
- The rate of progress is similar for most groups represented in the school at both Key Stages 3 and 4. The achievement of the above average proportion of students entitled to additional funding is showing improvement. Extra funding (pupil premium) has been used to create smaller teaching groups and one-to-one support. Good leadership and management in mathematics are also helping to raise standards. The gap is starting to narrow between the standards reached by those known to be entitled to free school meals and those who are not.
- Disabled students, those who have special educational needs, and those who join the school part-way through their education, make progress similar to that of other groups of students.
- Students in the personalised learning centre make good progress because they have one-to-one teaching that focuses on the skills they most need to acquire and which are taught at just the right level. Staff check their progress very regularly and successfully encourage their good attendance and behaviour.
- The school offers a wide choice and level of courses and accreditation. Ten courses which provide alternative accreditation to GCSE are offered, including engineering. No students are allowed to study just these alternative courses, although they improve the school's overall pass rates significantly.
- Although some students are entered for GCSE English and mathematics in Year 10, care is taken not to limit the potential of more-able students, who are not entered early for mathematics. In English, staff use Year 11 time to concentrate on English literature. At the same time, students continue to practise their skills in grammar.

### The quality of teaching

### requires improvement

- Although some teaching is good and outstanding, it is very variable between subjects and staff. Over time it leads to students' adequate rather than good progress.
- The quality of teaching also varies within subjects, and along with it, the quality of students' presentation and learning, and the quantity of work.
- However, in good teaching, which there is in all subjects, students are given interesting activities to start off their learning. In a Year 8 history lesson, good use of computer-based learning supported students' enthusiastic evaluation of King Edward. As in some other lessons, questioning was probing and encouraged students to think more deeply.
- The main factor that stops students making good progress is that work is not always planned carefully enough to help them achieve as well as they can. It is especially the case for pupils who can reach higher levels, whose tasks do not as a matter of course encourage them to use the knowledge they have or to extend their thinking skills. Consequently a below average proportion of students gains A\* and A grades at GCSE in some subjects, including in English and mathematics. Expectations of students working at lower levels are sometimes not high enough to enable them to learn as quickly as they could.
- Marking of students' work usually tells them what they have done well and how to make further

progress. Teachers often give helpful advice through lessons. In some lessons, students are checking their own and others' learning, which encourages them to be more critical of their performance.

- Support for students who need particular help in reading, writing and mathematics, is provided in a variety of ways. It concentrates on improving students' writing and mathematical skills so that they make the same rate of progress as that of other students.
- Teaching provides lots of opportunities for students to develop their good spiritual, moral, social and cultural understanding. In Year 8, a project in mathematics incorporated Rangoli patterns and included investigating how the patterns came about.

### **The behaviour and safety of pupils**

### **requires improvement**

- Students have settled quickly in the temporary buildings.
- Many students always behave well in lessons and around the school and want to achieve the best that they can. Year 7 behaviour was consistently good during the inspection. However, when teaching is not good, and teachers' expectations of students' behaviour are not high enough, some students become restless and show a casual attitude to their learning. This shows in the quality of their work.
- Students feel safe. Most feel that they can confide in the staff. The students have a good understanding of potential risks and dangers because a comprehensive programme of learning about how to stay safe and avoid risks runs through the school. They speak with confidence of the dangers of mobile phones and the Internet, and how to keep themselves safe.
- Students know that discrimination of any kind is wrong and not tolerated. They say that there is some bullying, which staff deal with effectively.
- Attendance continues to improve and is consistently above average. The students know good attendance is vital in helping them to make progress, and the school checks attendance rates very thoroughly. Exclusions, of which there are only a few, continue to fall, due to good management of behaviour in the personalised learning centre.
- Although a very few parents responded to the on-line survey, they were unanimous that behaviour is managed well and that the school keeps their children safe.

### **The leadership and management**

### **requires improvement**

- The headteacher knows the ways in which the school needs to be better. However, leadership and management need to improve because there are differences in the effectiveness of leaders and managers, and not all teaching is good.
- Leaders have introduced new ideas to support students' progress. The 'Reading Leaders' programme is helping the younger students to read more fluently. In Year 7, learning is being planned to help students to practise their reading and writing skills in other lessons. All teachers fill in 'class portraits' which identify those students falling behind and the actions to be taken. All of these systems are developing and have not yet had time to make a significant difference.
- Teaching is the main focus in the school improvement plan and the learning co-ordinator checks the quality of teaching in a range of ways. He helps staff to strengthen their teaching by organising opportunities for staff to observe each other and take part in a series of training sessions. They match the key areas that the school has identified in improving the school. Improvements made in a variety of areas show that the school is continuing to improve.
- Some subject leaders and heads of house are very effective. Not all have tackled the variations in, for example, how staff manage students' behaviour. Checks on how well students learn and behave are not always regular, detailed or carried out often enough to ensure that leaders and managers have a fully accurate understanding of how good they are. As a result, senior leaders do not have a fully up-to-date picture of the school's performance in all areas.
- Nevertheless, leaders are helping staff to embed their practices in order to sustain the

improvements being made in teaching. In mathematics, staff have a more secure understanding of the levels at which students are working, which is helping to drive up standards.

- All of the staff have performance targets that they are expected to achieve each year. They are closely matched to teaching and students' progress. The headteacher does not allow any teachers to move up the salary scale until there has been convincing evidence over the year that the targets have been met, including consistently good teaching. She acts promptly to tackle any underperformance.
- Lessons provide a range of experiences to support students' progress. Those who find learning difficult have a good choice of options to suit both their needs and interests. Overall the school promotes equality of opportunity adequately. However, the curriculum requires improvement because those students who can reach higher levels are not always able to do so, due to work that is too easy. The school ensures that students' spiritual, moral, social and cultural understanding is developed well in all subjects. Extra-curricular activities are popular and varied.
- The school is developing a range of partnerships to support its work. The local authority, in particular, works effectively with the school to help staff improve their teaching. This has led to improvements in teaching in several subjects, including science, English and mathematics, and support for newly qualified teachers.
- The governance of the school is good:
  - The governors know a lot about how well the students are doing. They find out a lot of information for themselves, including through meetings with subject leaders. As a result, they regularly challenge the headteacher about a wide range of school issues. Governors know the difference that the additional funding provided to the school is making in narrowing the gap in achievement between different groups of pupils. They check teachers' performance carefully and expect good evidence over time before they agree to teachers being promoted and paid more. They make sure that safeguarding arrangements meet the statutory requirements.

## 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

<b>Unique reference number</b>	118070
<b>Local authority</b>	Hull
<b>Inspection number</b>	405746

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

<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11-16
<b>Gender of pupils</b>	Girls
<b>Number of pupils on the school roll</b>	760
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Eve Carter
<b>Headteacher</b>	Angela Martinson
<b>Date of previous school inspection</b>	6 April 2011
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