

Newton Hill Community School

Leeds Road, Newton Hill, Wakefield, West Yorkshire WF1 2HR

Inspection dates

9–10 May 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher has secured and developed a stable leadership team. Together with governors, the leadership team are continuing to improve pupils' education and achievement.
- Governors are highly experienced and effective in their roles. Because of this, they provide both support and challenge to school leaders.
- Subject leaders have successfully developed the curriculum. However, pupils' progress information is not currently used well to identify priorities across the wider curriculum.
- Current pupils are making strong progress across the curriculum. Over time, pupils in key stage 1 achieve well and continue to do so.
- Children in early years make a good start to their learning and are well prepared for Year 1. On rare occasions, adults do not provide children with enough opportunities to be engaged in child-initiated activities.
- The curriculum, supplemented by both visits and visitors, provides pupils with rich and memorable experiences. Because of this, pupils have positive attitudes to learning.
- Teachers and teaching assistants have secure subject knowledge. This contributes to the quality of teaching, which is strong across the school. However, at times, there is lack of challenge for the most able pupils.
- There is a strong safeguarding culture across the school. Child protection and safeguarding procedures are a strength. Pupils are kept safe.
- Pupils are very friendly and polite.
- Leaders have effective systems to track pupils' attendance. Over time, persistent absence for all pupils has reduced and is now below the national average.
- The development of pupils' spiritual, moral, social and cultural understanding is a strength of the school. Pupils are well prepared for life in modern Britain.
- The school works in an effective partnership with parents and carers. The vast majority of parents are positive in their views.

Full report

What does the school need to do to improve further?

- Enhance the quality of teaching, learning and assessment, by:
 - ensuring that all pupils, and in particular the most able pupils, receive appropriate challenge
 - improving the learning activities in writing and mathematics so that pupils make even better progress
 - in early years, developing children's independence through the opportunity for children to take part in more child-initiated activities.
- Enhance the effectiveness of leadership and management, by using pupils' progress information to identify areas for further development across the wider curriculum.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the last inspection, the headteacher has secured a stable leadership team, which has been supported by the local authority and a national leader of education. Leaders and managers have introduced strategies that are having a positive effect on improving the quality of teaching and learning across the school. As a result of this, pupils' progress is improving and is now good.
- Leaders and managers have an accurate view of the strengths and weaknesses across the school. The current improvement plans are focused on the impact of actions, with clear measures of success at distinct points throughout the year. Leaders have taken swift and effective action to address weaknesses.
- Leaders' monitoring of the quality of teaching and learning is very robust. Leaders have ensured that teachers and teaching assistants are provided with frequent, high-quality professional development. Staff feel well supported and work well as a team, and morale is high.
- Leaders have developed an exciting and well-designed curriculum to meet the needs of the pupils. Visits and visitors enhance pupils' learning. For example, Year 6 pupils thoroughly enjoyed a residential visit to an outdoor education centre, learning about aspects of physical education. Following a visit to learn about living at the time of the Second World War, Year 4 pupils produced high-quality work in English, writing letters in the role of evacuees. However, pupils' progress information is not always used to the best effect in developing the wider curriculum.
- The curriculum promotes pupils' good spiritual, moral, social and cultural understanding and British values. These aspects are carefully woven into the fabric of the curriculum.
- The special educational needs coordinator has developed a good range of support for pupils with special educational needs and/or disabilities (SEND). Where possible, barriers to learning are removed through effective support by the use of additional resources and staff.
- The physical education (PE) and sport premium is used effectively to improve pupils' outcomes and provide pupils with more opportunities to take part in competitive activities. Teachers work alongside professional coaches to develop skills with the intention of sustaining the improved provision for PE. The school also provides a breakfast and after-school club. As a result, pupils' physical development and understanding of the importance of keeping healthy are good.
- The vast majority of the parents responding to Ofsted's online questionnaire, Parent View, said that the school is well led and managed. They would recommend the school to other parents. Parents appreciate how staff motivate pupils, and one parent commented, 'My daughter often comes home bursting with pride when her achievements are recognised.'
- Subject leaders have accurately identified, and acted upon, immediate priorities to improve the quality of teaching and learning. They are beginning to establish systems

to be able to judge how well pupils are learning. However, it is too early to judge the impact of these developments.

Governance of the school

- Recent governance of the school is highly effective. The governors have a wide range of relevant skills and experience, which they use to provide support and challenge for leaders. Governors are very aware that the historical outcomes for pupils at the end of key stage 2 have not been good enough.
- Governors know the school well, and have a secure understanding of the aspects that need improving and how leaders are addressing these. Each governor has a responsibility to oversee a key aspect of the school's work and priorities identified in the school improvement plan. They visit school regularly and records of visits highlight the impact of leaders' actions.
- Governors ensure the effective use of additional funding received for disadvantaged pupils and pupils with SEND, and to support the development of PE and sport. Leaders report to the governing body regularly to evidence the impact of their plans.

Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding is given the highest priority. Seven members of staff are trained as designated safeguarding leads. Staff receive safeguarding training updates. For example, leaders devise regular quizzes to ensure staff keep their knowledge up to date. Because of this, staff are confident in recognising any potential signs of pupils who may be at risk.
- Very strong relationships exist between staff and pupils. Pupils who talked to the inspectors said that they feel safe and know that there is always a trusted adult in school to talk to, should they have any concerns. Problems are resolved quickly.
- All of the parents who responded to the Ofsted questionnaire, Parent View, feel that their children are safe in school and well looked after.

Quality of teaching, learning and assessment

Good

- The quality of teaching and learning is consistently good in all year groups and across all subjects. The school's assessment information and pupils' work, both in books and in lessons, show that pupils' progress is good.
- In reading, teachers use a range of high-quality and challenging texts that provide pupils with many opportunities to develop their reading skills. In addition, classroom environments promote reading well. For example, in key stage 1, reading corners display key questions, focusing on a particular text, to encourage pupils to read the book. Pupils' books show regular focus on reading skills. As a result, the vast majority of pupils are making good or better progress.

- Phonics is taught systematically. Teachers and teaching assistants show good subject knowledge and use specific and accurate terminology. Pupils enjoy learning and use their phonics skills to decode unfamiliar words.
- In mathematics, teachers use consistent approaches to developing understanding. Work in pupils' books reflects the professional development that staff have received. For example, pupils are given many opportunities to solve mathematical problems by applying the skills they have learned. There are numerous opportunities for pupils to use mathematical skills in other areas of the curriculum.
- Teaching assistants have received training to develop secure subject knowledge. They use a range of strategies, including accurate modelling and focused questioning, to develop and deepen pupils' learning. As a result, they effectively support pupils, in working with individuals and groups.
- The quality of the teaching of writing is consistently good across the school. Pupils have the opportunity to practise writing in a variety of styles and in a range of subjects.
- The vast majority of learning activities are well matched to pupils' needs. However, in key stage 2, there are examples of work planned in writing and mathematics that lack challenge for the most able pupils.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Teachers and teaching assistants have established an inclusive and caring ethos. They know the pupils extremely well. Because of this, pupils trust adults to keep them safe.
- Pupils have a good understanding of how to keep themselves safe. For example, they know how to protect themselves from potential risks when using the internet.
- Pupils are well prepared for life in modern Britain. There are many opportunities in the curriculum to develop their understanding. For example, 'One Britain: One Nation Day' was organised to celebrate the diverse nature of the community. Pupils produced high-quality work, which evidenced a deep understanding of tolerance. Collaborative artwork carrying the slogan, 'Wrong is wrong, even when everyone is doing it. Right is right, even if no one is doing it' is but one example.
- In lessons, pupils have opportunities to work collaboratively in groups. As a result, pupils develop strong teamwork and listen to, and value, the views and opinions of others.
- Pupils say that there is little bullying and they understand the different types of bullying. They are confident that when incidents do occur, adults will sort out any issues very swiftly.
- Pupils are smart and take pride in their work. As a result, pupils' books, across a range of subjects, are well presented.

- Teachers encourage pupils to persevere and to be resilient. Pupils are taught strategies to use when they are struggling with their work. Consequently, pupils can focus on their work independently for extended periods.

Behaviour

- The behaviour of pupils is good.
- Over time, leaders have had a positive impact on behaviour. The school is a very calm and welcoming place. Pupils are polite and friendly to each other, staff and visitors. Positive relationships are clearly evident between teachers and pupils.
- Pupils respond well to a clear set of school rules, based on British values, and are awarded 'conduct tokens' to reward the behaviour and attitudes leaders aim to develop. All staff enforce these rules and rewards consistently. As a result, pupils' behaviour has vastly improved.
- Pupils are proud of their school and they enjoy their learning. Their positive outlook on learning contributes to the good progress that current pupils are making.
- Attendance of all pupils is broadly in line with national averages. A learning mentor works tenaciously to support pupils who do not attend school as often as they should. The strategies used have had a positive impact. The rate of persistent absence has reduced dramatically and is now below the national average.

Outcomes for pupils

Good

- The school's assessment information, and work in pupils' books, show that the majority of pupils in key stage 2 make good progress in reading, writing and mathematics. This is ensuring that they are well prepared to move on to the next stage of their education.
- Leaders reacted swiftly to the dip in the progress made by pupils in reading and mathematics at the end of Year 6 in 2018. By providing good-quality professional development, teaching has improved and as a result, pupils across the school make good progress.
- Pupils' progress in a wide range of subjects is good. For example, there are many examples of high-quality art displayed around the school. Pupils in Years 5 and 6 produced some stunning pastel drawings of animals.
- In the past, attainment at the end of key stage 1 was consistently higher than the national average in reading, writing and mathematics, which represented good progress from their starting points. Current pupils in key stage 1 continue to make good progress.
- The proportion of pupils who reach the required standard in phonics in Year 1 is in line with the national average. By the end of key stage 1, almost all pupils reach the required standard.
- The majority of disadvantaged pupils are making good progress in reading, writing and mathematics. This is as a result of regular progress meetings and interventions that are swiftly and effectively put in place when needed.

- Owing to the successful support from teaching assistants, pupils with SEND are making good progress across the school. One parent of a child with SEND commented on how 'exceptionally inclusive' the school was and the 'great progress' her child is making.
- Teachers and teaching assistants work effectively to meet the needs of pupils who speak English as an additional language. Current pupils make good progress in reading, writing and mathematics.

Early years provision

Good

- Leadership of early years is effective. Leaders have created a vibrant learning environment, which offers many opportunities for children to be creative in all areas of the setting.
- Teaching is effective and children make strong progress. Most children in early years enter Nursery with skills and understanding below those that are typical for their age, particularly in communication and language. However, there is variance between cohorts. The number of children reaching a good level of development by the end of Reception is broadly in line with the national average. Children are ready to meet the demands of the key stage 1 curriculum at the start of Year 1.
- The teaching of phonics is good. Adults accurately model letter sounds and, as a result, children's reading skills are consolidated. Adults highlight the link between spelling and handwriting and this supports children to develop their writing skills.
- On the whole, activities are well planned to meet children's needs. For example, children were engrossed when filling a variety of containers with water. They were working cooperatively to fill up the largest container and then to work out how to put the lid on. However, opportunities to learn through well-planned child-initiated activities are sometimes limited.
- Staff have received training with a particular focus on outdoor provision. Because of this, children can develop their reading, writing and mathematical skills in the outdoor learning environment.
- Relationships between adults and children are strong. Children play well together and treat each other with respect. They are eager to learn and show a high level of perseverance. This perseverance was clearly evident when one child was determined to attach a plastic box to a cardboard box using adhesive tape.
- Parents are very positive about the school and work in partnership with staff. Parents have opportunities to be involved in their child's learning through parent consultations and workshops, where they work alongside their child. One parent commented, 'I cannot fault the teachers in any way. I'm well informed with any issues regarding my children and have fantastic feedback on their progress in school. Fantastic is all I can say.'

School details

Unique reference number	108164
Local authority	Wakefield
Inspection number	10087519

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

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	216
Appropriate authority	The governing body
Chair	Denis Barry
Headteacher	Caroline Wheatley
Telephone number	01924 303680
Website	https://newton-hill-community.eschools.co.uk/website
Email address	admin@newton-hill.org.uk
Date of previous inspection	12–13 January 2017

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of disadvantaged pupils (those known to be eligible for support through pupil premium funding) is below average. Currently no children in early years are eligible for support through pupil premium funding.
- The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils identified with SEND is below the national average and above the national average for those who have an education, health and care plan.
- The school offers a breakfast club before school and an after-school club.
- The local authority and a national leader of education have supported the school.

Information about this inspection

- Inspectors visited lessons in all year groups. A number of visits to lessons were carried out jointly with the headteacher and the deputy headteacher.
- Discussions took place with senior subject leaders, staff, governors, pupils, parents, a national leader of education and a representative from the local authority.
- Inspectors, together with senior leaders, scrutinised pupils' work. Inspectors also looked at books during lesson visits.
- An inspector listened to pupils from Years 2, 4 and 6 read.
- Inspectors looked at a range of documentation, including: leaders' self-evaluation of the school's performance; the school improvement plan; minutes of governing body meetings; information about pupils' outcomes, behaviour and attendance; and key school policies.
- Inspectors scrutinised a range of documentation in relation to child protection, safeguarding, risk assessments, health and safety, and the recruitment of staff.
- Pupils' behaviour was observed by inspectors in lessons and during break- and lunchtimes.
- Inspectors took into account the 39 responses to the online survey, Parent View, including the 38 free-text comments. An inspector also spoke to parents at the end of the school day to gather their views of the school.
- Inspectors took account of the eight responses to the Ofsted online staff questionnaire and 53 responses to the Ofsted online pupil questionnaire.

Inspection team

Andy Taylor, lead inspector

Ofsted Inspector

Janet Keefe

Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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