

Inspection of Newland School for Girls

Cottingham Road, Hull, HU6 7RU

Inspection dates: 16 and 17 November 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

This small school feels like a community. It is a caring environment where pupils feel supported. Parents say that their children are nurtured by staff and pupils feel their voices are listened to. Pupils are pleasant and courteous. They happily shared their experiences with inspectors.

School leaders, including governors, have high aspirations for pupils. They believe it is their responsibility to create young women who are prepared to be leaders of the future. Pupils at this school believe they can 'achieve anything'. Pupils are encouraged to be active citizens. They have undertaken elected roles, such as Young Mayor and members of local youth parliament. Leaders work hard to provide opportunities that will broaden pupils' horizons.

Staff form strong relationships with pupils. As a result, pupils feel their opinions are valued. Pupils talk respectfully about difference and valuing diversity. Leaders ensure that pupils learn about tolerance. Bullying is rare. If bullying does occur, pupils agree that it is dealt with effectively by staff. Pupils are encouraged to resolve their differences through discussions. Pupils are mature and sensitive in how they express their opinions.

What does the school do well and what does it need to do better?

Since the previous inspection, the school has increased ambition for what pupils can achieve. More pupils are studying separate sciences and languages in Years 10 and 11. Nearly three quarters of pupils are entered for the English Baccalaureate. In most subjects, staff are ambitious for what they want all pupils to learn. This is not yet the case for all subjects. In some subjects, leaders do not have high enough expectations of what pupils should learn. In some subjects, such as history and geography, pupils currently opt for their examination courses at the end of Year 8. This means pupils are not able to develop a deep enough understanding of important ideas.

In most subjects, pupils achieve well and can explain what they have learned. Teachers check pupils' understanding well and uncover gaps in their knowledge. Teachers address these gaps by revisiting previously taught content. This helps pupils learn effectively. The vast majority of pupils are actively engaged in lessons. They are keen to do well.

Teachers work hard to ensure that all pupils can access the full curriculum. Pupils with special educational needs and/or disabilities (SEND) are effectively supported to achieve highly. Leaders provide personalised learning passports to help staff support pupils with SEND. Teachers help pupils who speak English as an additional language. Teachers creatively adapt their plans so that these pupils can successfully access the curriculum.

Leaders have made reading a priority and are committed to helping struggling readers. Leaders ensure they have an accurate understanding of pupils' reading abilities. They put effective support in place to help them where necessary. The library is a well-used and much-valued space in school.

Pupils, generally, behave very well, in and out of lessons. They are respectful of each other and have strong relationships with staff. On the few occasions that pupils do not behave as well as they should, teachers follow the school's behaviour policy. This is effective in reducing incidents of poor behaviour. Teachers reward positive behaviour with the school's 'Newland dollars'.

Since the COVID-19 pandemic, leaders have placed an increased importance on the well-being of pupils. Pupils value the pastoral mentors and trust the adults in school. There is a mental well-being hub that pupils can access.

Pupils engage in lively discussions about important issues in daily tutor time sessions. Teachers tackle topics such as mental health, diversity, healthy relationships and LGBTQ+ issues. Leaders ensure staff are supported to do this effectively through regular training. Pupils have their voices heard and even deliver whole-school assemblies on topics that are important to them. They talk maturely about their responsibility to break down stereotypes and challenge discrimination.

Year 11 pupils spoken to value the careers guidance they receive. They receive individual sessions with a careers adviser. This helps them with planning for their future. Leaders have plans in place to develop the workplace encounters they offer to pupils.

Staff are proud to be members of this school. The majority of staff feel that their workload is well considered. Leaders have a clear plan for education recovery following the COVID-19 pandemic. The headteacher has identified the priorities and is clear about the next steps. Trustees are effective in holding leaders to account. They visit the school termly. They are clear about the school's strengths and areas for development.

Safeguarding

The arrangements for safeguarding are effective.

This is a school that prioritises the well-being of its pupils. Pupils feel safe in school and trust the adults to support them. Leaders ensure that pupils learn how to keep themselves safe. Pupils talk confidently about how to protect themselves online.

Leaders have ensured safeguarding systems are clear and robust. Staff are confident in what signs to look for to identify children who might be at risk of harm. They know how to report any concerns. Leaders are proactive in securing timely external support where relevant.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, curriculum plans are not specific enough about the subject content that leaders want pupils to learn or how new learning should build on pupils' prior knowledge. Because of this, pupils do not learn as well as they could in these subjects. Leaders should ensure that all curriculum plans are sufficiently ambitious and identify precisely what pupils should know and how learning should build overtime.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	144307
Local authority	Kingston Upon Hull City Council
Inspection number	10200611
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Girls
Number of pupils on the school roll	624
Appropriate authority	Board of trustees
Chair of trust	Claire Wood
Headteacher	Vicky Callaghan
Website	www.newlandschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school converted to an academy and joined Thrive Co-operative Trust in 2017.
- The school uses three registered alternative providers within the local area: Rise Academy, Compass Academy and Venn Boulevard Centre.

Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with school leaders, including the headteacher, deputy headteacher, the designated safeguarding lead, the special educational needs and disabilities coordinator, the reading lead, the CEO, representatives from the board of trustees and representatives from the local governing body.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, history and computing. For each deep dive, inspectors met with subject

leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- Inspectors visited additional lessons to see how pupils with SEND were supported.
- Inspectors held two meetings with the designated safeguarding lead. Inspectors also checked bullying logs, explored case studies and discussed how effectively the school works with external agencies to keep pupils safe.
- Inspectors spoke with alternative providers by telephone.
- Inspectors met formally with groups of pupils from Year 9 and Year 11. Inspectors also spoke with pupils informally at breaktimes and lunchtimes.
- Inspectors reviewed a range of documentation, including that relating to safeguarding, behaviour and attendance records, governance documents, school development and self-evaluation plans.
- Inspectors also considered the 48 responses of staff and 84 responses of pupils to Ofsted's online questionnaire. Inspectors also checked the views of the 21 parents who completed Ofsted's online survey, Parent View.

Inspection team

Katherine Spurr, lead inspector	Her Majesty's Inspector
Matthew West	Ofsted Inspector
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Adam Ryder	Ofsted Inspector
Gillian Hemming	Ofsted Inspector

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