

Inspection of Newland St John's Church of England Academy

Beresford Avenue, Hull, East Yorkshire HU6 7LS

Inspection dates: 13 and 14 June 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

The school values, 'Living together, learning together and shining together,' are understood and lived out by pupils. Leaders and staff ensure that pupils uphold these values. They celebrate pupils who demonstrate these values, with assemblies and weekly rewards. Pupils are kind and respectful. Behaviour at the school is positive. Teachers ensure that pupils are focused and engaged in lessons. There is a calm atmosphere around school, and pupils are polite and courteous to visitors and each other. Pupils want to get on with their learning and work hard to do so. If negative behaviour, including bullying, does arise, pupils say that adults in school help to sort it out. Pupils do not feel concerned and recognise that they can share any worries with a trusted adult.

Leaders are ambitious that all pupils learn the knowledge they need to prepare them for their next stage of education. Academic outcomes were not as high in 2022 and did not meet these ambitions. However, several pupils joined the school community at this time, often from abroad, joining at different points of the year. These pupils received a warm welcome. Although these pupils may not always fully achieve the ambitious end-of-year outcomes, leaders quickly identify their starting points and ensure that they receive the academic and emotional support they need. Pupils who are new to school, therefore, settle quickly alongside their peers. They feel happy and safe. Leaders and staff create a kind and secure place for all pupils to learn. All pupils and families contribute to the school's wonderful, diverse community. One parent commented, 'The school is a community; staff not only look after my child, but myself and my family.'

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

The trust plays an active role in the leadership of the school. Trustees understand the school's priorities. They have brought about a renewed sense of stability and a continued drive for improvement following a period of staff and leadership changes. Staff feel that this change has had a positive impact. They feel that leaders are approachable and that well-being is considered. Leaders have streamlined some of the processes in school to reduce staff's workload. Leaders at all levels, including those from the local governing body, the board of trustees, the diocese and the local authority, recognise their responsibilities. They ensure that appropriate systems are in place to be able to continue to support and challenge school leaders.

Children in the early years get off to a good start. Staff recognise the importance of developing pupils' language and social skills as a key priority. Children are confident, independent and engage well with others. Leaders acknowledge what they want children to learn in preparation for Year 1. Learning opportunities are carefully planned. This ensures that children build upon the knowledge they need. Adults skilfully model and support this learning. Children enjoy warm, positive relationships with staff. This is reflected in the children's interactions with their peers.

The reading curriculum is a priority for leaders. Children from the beginning of their Reception Year access the agreed phonics programme. Staff receive the appropriate training to deliver these sessions with consistency. Pupils engage well. Pupils who need extra support to keep up with their peers are swiftly identified. These pupils access additional sessions, which supports their individual needs. Pupils in key stage 2 continue to follow a well-planned curriculum. Adults model what it is to be a good, confident reader. Pupils enjoy these sessions. They learn from a broad range of carefully chosen texts.

Leaders have developed a carefully sequenced mathematics curriculum. As such, teachers have clarity on what pupils need to learn and when. The delivery of mathematics lessons is well structured, giving pupils the opportunity to build on and remember previous learning. Pupils like the way they learn in mathematics. They say that they know what to do and what teachers expect from them in each lesson. Activities are well matched to the intended outcomes.

In some wider foundation subjects, such as geography and design and technology, the delivery of the curriculum is more variable. The curriculum in these subjects does not yet clearly outline the knowledge that pupils should learn in each year group. In these subjects, learning activities are not precisely enough matched to the knowledge that pupils need to learn. As a result, pupils do not remember all that they should.

Pupils with special educational needs and/or disabilities (SEND) are swiftly identified. Leaders have ensured that pupils with SEND get the support they need so that they can follow the same curriculum as their peers. However, pupils' targets are not always clearly communicated to all staff. Therefore, pupils sometimes do not access the appropriate learning to meet their needs in some subjects.

Leaders are passionate that their school is inclusive and celebrates the diversity of the pupils and families that it serves. Pupils talk about the values they learn at school, such as forgiveness, compassion and friendship. Pupils and staff alike model respect for others through their daily interactions. Pupils recognise that these values are not just Christian values but ones that everyone should share. Pupils say that their school makes everyone feel welcome. Pupils learn about other cultures and faiths, and they receive positive messages about gender differences. However, pupils are not taught about different family types and different relationships. This means that they are not being fully prepared for life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding. Leaders make sure that staff have the required knowledge to identify pupils who may be at risk. Staff are vigilant and report any concerns swiftly.

Leaders ensure that all concerns are recorded. These records are detailed and outline the actions taken. Leaders seek advice from, and work with, external agencies, when needed, in order to ensure that pupils and families are well supported.

Through the curriculum, pupils learn how to keep themselves safe online. Pupils know that they can speak to a trusted adult in school if they have any worries or concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum is not clearly broken down into the key knowledge that pupils need to learn. Therefore, teachers are not always clear on what they need to teach and when. Learning activities are not precisely matched to the intended learning outcomes. Leaders should ensure that the curriculum in all subject areas clearly identifies the knowledge that pupils should learn, and when, so that activities are clearly matched to the intended outcomes and pupils remember what is required at each stage.
- Pupils are not fully equipped with the knowledge they need to prepare them for adulthood, particularly learning about different types of families and relationships. Leaders need to carefully plan and teach the precise, age-appropriate knowledge that pupils require about all protected characteristics. This will ensure that they are fully prepared for the next stage of their education and life in modern Britain.
- In some subject areas, including writing, targets for pupils with SEND are not always shared with all relevant staff. Therefore, learning that pupils undertake is not always correctly matched to their specific needs. Leaders should ensure that targets for these pupils are clear, shared with staff and used to inform teaching, ensuring that pupils can achieve success in their learning across all subject areas.

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.

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	141719
Local authority	Kingston Upon Hull City Council
Inspection number	10255684
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	252
Appropriate authority	Board of trustees
Chair of trust	Tony Myers
Principal	Lisa Brett
Website	https://nsj.hslt.academy
Date of previous inspection	16 January 2018, under section 8 of the Education Act 2005

Information about this school

- This is a Church of England school within the Diocese of York. The school is part of the Hope Sentamu Learning Trust.
- At the most recent section 48 inspection of the school's religious character, carried out in January 2019, the school was judged to be good.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography, science and design and technology. 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 spoke with leaders, staff and pupils about safeguarding. Inspectors also checked safeguarding records and documentation.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult. The teaching of phonics was reviewed in Reception and Year 1.
- Inspectors considered the responses to Ofsted's online survey, Parent View, including free-text replies, and responses to the staff and pupil surveys. Inspectors spoke with parents at the beginning and the end of the school day.

Inspection team

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