

Newlands Primary School

Address: Dungells Lane, Yateley, Hampshire, GU46 6EY

Unique reference number (URN): 116080

Inspection report: 19 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Needs attention

Achievement

Needs attention 

Disadvantaged pupils do not achieve as well as they should in national tests at the end of key stage 2. Although pupils' attainment is generally close to the national average, disadvantaged pupils' attainment is lower. In some subjects, pupils in key stage 1 and key stage 2 are not prepared sufficiently well for their next stage of learning.

New leaders have recently strengthened the school's checks on pupils' learning to help staff identify gaps in pupils' knowledge that have accumulated over time. However, efforts to address these gaps, including in phonics, are not consistently effective.

Leaders have prioritised curriculum design and recently improved curriculum content. Early reading and phonics are emphasised from the start in the early years. However, the school's approach to early letter formation and handwriting is not applied consistently. This means some pupils do not develop the fluency needed to apply their writing confidently across subjects.

Provision for pupils with special educational needs and/or disabilities is increasingly effective. Adaptations typically help pupils work towards their individual targets.

Attendance and behaviour

Needs attention 

Leaders' close oversight of attendance is driving overall improvement. However, too many disadvantaged pupils and those with special educational needs and/or disabilities (SEND) regularly miss school. Leaders' work has not resulted in sustained improvement for these groups. While there are clear successes for individual pupils, these have not translated into higher regular attendance for these pupils overall.

Leaders have adopted clear and consistent expectations of pupils' behaviour. Pupils who need extra support with their behaviour receive it quickly. Staff help pupils with SEND to understand and meet the school's expectations. This means that, generally, classrooms are calm and focused places to learn. Pupils are enthusiastic about their learning and proud to be members of their school. Relationships between adults and pupils are warm, trusting and supportive. This ensures pupils feel safe and confident that any worries will be listened to and acted upon. Bullying is rare, and when concerns do arise, leaders respond promptly, consistently and effectively. Pupils understand the difference between bullying and disagreements in friendship. They say that staff help them resolve issues quickly and fairly.

Leaders' strengthened behaviour systems are applied with increasing consistency by staff, supported by appropriate training. Thoughtful adaptations ensure that pupils with SEND receive effective, individualised social support that helps them to engage successfully in school life.

New leaders have rightly identified that some pupils do not receive the support they need to develop the early skills in reading, writing and mathematics. However, it is too early to see the sustained impact of their positive actions on disadvantaged pupils' outcomes. Teachers do not identify and address learning gaps quickly enough. As a result, some pupils fall further behind.

Leaders recognise that more needs to be done to ensure that all pupils develop the foundational knowledge they need to be ready for the next stage in their education. There remains some variability in teaching. For example, some teaching does not ensure that all pupils secure the key knowledge needed for future learning. While some staff identify errors and help pupils to correct them, this does not happen consistently for all pupils. As a result, misconceptions persist for some pupils.

Leaders now make regular checks on the quality of the curriculum. They have clearly mapped out the knowledge and skills that pupils must learn in English and mathematics. They are extending this to other curriculum subjects. New learning now builds on what pupils have learned before. School-wide changes to teaching and learning are beginning to help pupils work more independently.

Typically, teachers have the subject knowledge they need to teach the curriculum. They understand pupils' needs and make appropriate adaptations to their teaching so that all pupils can access the same learning.

Early years

Needs attention 

Inconsistencies in practice mean that some children do not achieve as well as they could. There is variability in the quality of adults' interactions with children. Adults sometimes miss opportunities to deepen children's understanding and do not always address misconceptions.

Leaders understand what needs to improve. They act quickly to address identified issues. However, weaknesses in certain aspects of the provision are not successfully addressed. Staff do not always have secure subject knowledge. This means they do not always know how to check what children know and remember. This impacts their ability to adapt teaching so that it builds on children's starting points. The curriculum does not regularly extend children's knowledge across the curriculum when they are ready. There is a sharp focus on reading in the early years, with children developing their fluency.

Children take turns and are polite to each other. Clear routines and caring staff ensure that children feel safe and enjoy their time in the early years. This supports children's personal, social and emotional development. Staff are focused on the wellbeing of children. They quickly identify any children with special educational needs and/or disabilities. They then put in effective adaptations that enable them to progress well.

Inclusion

Needs attention 

The school's approach to inclusion is not fully developed. While plans for pupils with special educational needs and/or disabilities (SEND) are effective, this is not the case for all pupils with additional needs. Leaders are taking purposeful steps to strengthen the school's inclusive culture but this work is not fully secure. The recently expanded inclusion team is beginning to improve the consistency of provision. Leaders know that systems are not yet embedded across the school. Leaders have strengthened the way they check the provision, particularly for disadvantaged pupils. However, the support provided is not sharply focused enough on addressing pupils' academic barriers alongside their pastoral needs.

Increased scrutiny and guidance for teachers has raised staff's awareness of how to support vulnerable pupils. Individual plans for pupils with SEND clearly set out the help pupils need to succeed. These plans help staff understand needs more accurately and tailor learning which is matched to pupils' targets.

Leaders work appropriately with external agencies and this engagement is beginning to shape provision more effectively. Additional funding, such as the pupil premium grant, is suitably targeted. This has strengthened pastoral and wellbeing support for disadvantaged pupils.

Leadership and governance

Needs attention 

Since the previous inspection, there have been several interim headteachers at the school. The new leadership team has brought about much-needed stability and is focusing on the right school improvement priorities. They have an accurate view of the school and work closely with stakeholders to establish a shared vision. Some priorities are at a more advanced stage than others. More time is needed for the impact of leaders' work to be seen in addressing weaknesses in the school. Leaders have sharpened their self-evaluation and are now identifying priorities more accurately, which is helping them to accelerate improvement.

Leaders and governors have a secure understanding of the school's strengths and areas requiring further improvement. The governing body is appropriately skilled. Governors fulfil their statutory duties and provide suitable challenge, including around pupils' achievement and attendance, although this challenge has not yet secured the intended impact for all groups of pupils.

Leaders' work to strengthen teaching has not yet had the desired effect on the school's published outcomes, particularly for disadvantaged pupils. Curriculum development has rightly been a key focus and the sequencing of subject content and expectations for delivery has been refined. These improvements are beginning to deepen pupils' knowledge. However, curriculum implementation remains inconsistent. As a result, gaps in some pupils' knowledge and skills do not close rapidly enough.

Systems for checking the impact of leaders' actions are not yet working consistently. Leaders have taken purposeful steps to build leadership capacity at all levels, which is contributing to improving provision. For example, the recently revised systems have

provided clearer structures for supporting pupils with additional needs. This positive development is beginning to enhance the support disadvantaged pupils receive in class.

Leaders act in pupils' best interests and are also mindful of staff workload and wellbeing. Staff value the training and coaching that is helping them develop their classroom practice.

Personal development and wellbeing

Needs attention 

The personal development programme is new. Although it is well considered, including age-appropriate education on relationships and sex education and health education, it is too early to see the impact of this for pupils. Pupils do not securely develop their knowledge across the curriculum.

Leaders ensure that pupils with special educational needs and/or disabilities have equal access to the personal development programme. Lessons are adapted based on pupils' starting points and meet their individual needs.

Leaders have focused on ensuring that pupils know how to keep themselves safe, including online. This is effective. Most pupils can talk confidently about the risks they face and what they should do in different situations. Although pupils learn about the fundamental British values, they do not always have a secure understanding of what these mean. Pupils have a clear sense of what is right and wrong. This learning is underpinned by the school's core values of kindness, respect, safety, responsibility, resilience and teamwork. Pupils appreciate their differences and celebrate them.

Pastoral support is a priority. Leaders have recently strengthened the pastoral offer. Targeted support is now put in place to overcome individual pupils' challenges. This includes one-to-one support, teacher check-ins, and more formal external intervention. This support reflects the ethos of the school and its caring, inclusive nature.

Leaders have developed a range of inclusive trips and visits for pupils. These are both linked to the curriculum, with visits to the local science museums and nearby woodland, as well as experiences such as residential activities. Pupils can try choir, sports and dance clubs after school, which encourages them to develop their interests.

What it's like to be a pupil at this school

Pupils arrive at school to warm and friendly greetings from staff at the gates and classroom doors. They settle quickly into the day. Children in the early years arrive enthusiastically, they know their routines and settle quickly into morning tasks. Parents describe the school as calm and nurturing, and this is evident from the moment the day starts.

Pupils are proud of their school and speak highly about the opportunities they get to develop confidence and resilience. Residentials in Year 4 and Year 6 are a highlight. Pupils eagerly talk about what they learn from them, including teamwork, independence and taking responsibility for themselves. Pupils also have the opportunity to take on leadership roles, such as team captains, which helps them feel part of school life.

Pupils are keen to talk about what they have been learning. They confidently greet visitors and say it is a friendly school where they have lots of fun. They are polite and work well together, including during social times. The school's inclusive culture comes through clearly in the way pupils talk about one another. They understand that people have different needs and show genuine respect for diversity.

Pupils make steady progress from their starting points. Those with special educational needs and/or disabilities are well supported because staff work effectively to remove barriers to their learning.

Pupils feel safe. They know they can share their worries and that the adults care about them. They say that when they tell adults something is wrong, they get help to make things better. Pupils can also talk confidently about how to stay safe, including online and in the wider world. Bullying is rare, and if it does happen staff sort it out quickly. Pupils enjoy coming to school and attend well overall.

Next steps

- Leaders should continue to embed their approach to inclusion and support staff in understanding the most effective strategies to help pupils, including children in the early years, learn as well as they can.
 - Leaders should ensure that robust assessment systems are in place to enable teachers to identify and address gaps in learning, so that pupils can achieve as well as possible, including in personal development and wellbeing.
 - Leaders should ensure that all pupils acquire the foundational knowledge they need for the next stage of their education at each transition point.
 - Leaders should continue their approach to attendance to positively impact the attendance of pupils who persistently miss out on periods of their education, particularly those who are disadvantaged.
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About this inspection

The chair of the board of governors in this school is Callum Whittern.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors met with the headteacher, the special educational needs coordinator and a range of school staff throughout the inspection. They spoke with representatives from the local authority and to members of the governing body. Inspectors also considered the views of pupils, parents and carers.

The inspectors confirmed the following information about the school:

The headteacher took up her post in January 2026. Prior to that, the school had several interim headteachers.

There is a pre-school that operates from a separate building on the school site but this is not managed by the school.

The school does not make use of any alternative provision.

Headteacher: Cathy Shephard

Lead inspector:

Ulric Neblett-Leigh, His Majesty's Inspector

Team inspectors:

Rebecca Greenhalgh, Ofsted Inspector

Sara Tilbey, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 19 May 2026

School and pupil context

Total pupils

175

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

10.86%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.71%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

5.71%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	61%	Above
2024/25 (final)	61%	62%	Close to average
2023/24 (final)	67%	61%	Close to average
2022/23 (final)	80%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	74%	Above
2024/25 (final)	79%	75%	Close to average
2023/24 (final)	71%	74%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	93%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	72%	Close to average
2024/25 (final)	68%	72%	Close to average
2023/24 (final)	81%	72%	Above
2022/23 (final)	80%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	73%	Above
2024/25 (final)	75%	74%	Close to average
2023/24 (final)	90%	73%	Above
2022/23 (final)	93%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	29%	46%	Below
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	62%	Close to average
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	59%	Close to average
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S

Year	This school	National average	Compared with national average
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	60%	Above
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	29%	68%	-39 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	57%	80%	-22 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	57%	78%	-21 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	71%	80%	-8 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.1%	5.2%	Close to average
2023/24 (3 term)	5.5%	5.5%	Close to average
2022/23 (3 term)	5.8%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	12.9%	13.0%	Close to average

Year	This school	National average	Compared with national average
2023/24 (3 term)	14.4%	14.6%	Close to average
2022/23 (3 term)	16.0%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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