

Newland School for Girls

Address: Cottingham Road, Hull, HU6 7RU

Unique reference number (URN): 144307

Inspection report: 10 March 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.

Expected standard

Achievement

Expected standard 

Pupils progress well through the curriculum across the school. They take pride in their work, which is of a high quality. Pupils with special educational needs and/or disabilities achieve well from their starting points. At the end of key stage 4, in national tests and examinations, pupils achieve broadly in line with national averages, across the range of curriculum subjects. The achievement of pupils who are disadvantaged has improved over time, and these pupils are now achieving above national averages in published outcomes. However, some pupils who achieved highly in primary school do not achieve as well as they could in some curriculum subjects. On the whole, pupils generally gain the knowledge and skills they need to be ready for the next stage of education, employment or training.

Attendance and behaviour

Expected standard 

Attendance is a key priority for leaders. They carefully monitor attendance so that they can intervene when needed to secure improvement in pupils' attendance rates. Pupils' attendance rates are in line with national averages, including for pupils who are disadvantaged and those with special educational needs and/or disabilities. Leaders provide additional help for pupils, and their families, when they find attending school difficult. They work closely with external agencies to secure additional support when it is needed.

Leaders have created a calm and respectful learning environment, where pupils have positive attitudes to learning. Pupils respond positively to the clear routines and expectations in place. They are keen to impress and enjoy collecting 'Newland dollars' as behaviour rewards to spend in the school shop. Staff understand the behaviour policy and apply it well. Pupils have positive relationships with staff, who genuinely care for them. Pupils know who to speak to if they feel upset or worried. There is a supportive culture throughout the school, and pupils champion their peers. Pupils learn how to resolve conflict and manage their emotions effectively. Bullying is rare and dealt with effectively. Leaders do not tolerate any form of discrimination or harassment.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the strengths and areas for improvement across the curriculum. The curriculum is well sequenced and designed so that pupils learn more over time. Pupils access a broad and balanced curriculum, particularly in key stage 4, which prepares pupils well for their next steps.

Staff have the subject knowledge they need to deliver the curriculum. It is generally taught well. Teachers use assessment to identify any gaps in learning and address these. However, in a minority of curriculum subjects, teaching is not adapted precisely enough to enable pupils to move on quickly.

Leaders and staff understand the needs of their pupils, including those with special educational needs and/or disabilities, and provide reasonable adjustments and adaptations so that they make progress in line with their peers. Teaching extends pupils' vocabulary and

supports them to develop their spoken and written communication skills. A small proportion of pupils have not yet developed their foundational knowledge in reading or writing, and they receive extra support to help them to catch up to their peers. Reading interventions help these pupils to develop the skills they need to become fluent readers. However, it takes too long for pupils to catch up with their peers, particularly in handwriting and spelling.

Inclusion

Expected standard 

This is an inclusive school. Pupils join from a diverse range of backgrounds and are well supported to become a valued part of the school community. Leaders quickly identify and assess the individual needs of pupils who are disadvantaged and those with special educational needs and/or disabilities (SEND). Leaders work closely with a range of professionals, using their recommendations to support these pupils.

Adults provide support to pupils so that all pupils access the curriculum alongside their peers. Some pupils need extra help, which they receive through 'The Hub' provision in school. Leaders make sure teachers have the training and information they need to make reasonable adjustments and adaptations for pupils in lessons. However, some targets set for pupils with SEND are not closely matched to their needs. This limits how well staff can support pupils to overcome their barriers in the longer term.

Leaders use additional funding to best support pupils who are disadvantaged and those known, or previously known, to social care. They make sure that pupils have the resources and support they need to be successful. Alternative provision is used rarely and in the best interests of pupils.

Leadership and governance

Expected standard 

Leaders and governors are united in their commitment to their school, pupils and the local community. They know what the school does well and identify accurately what it needs to improve further. Leaders have high expectations of staff and pupils. They have created an inclusive and nurturing environment that enables pupils, particularly those who are disadvantaged and those with special educational needs and/or disabilities, to thrive. Leaders make decisions in the best interests of all pupils.

Trustees and governors understand their responsibilities and legal duties. They support and challenge leaders to support school improvement and are not afraid to hold leaders to account. Governors are knowledgeable about the school's work and use this knowledge to support them in their roles. They are a valued part of the school community.

Leaders make sure that staff receive high-quality training through a carefully designed professional development programme. This supports school improvement priorities but also strengthens staff subject knowledge across the curriculum. Teachers value opportunities to take part in research projects to try new approaches to teaching the different curriculum subjects. Staff have opportunities to share good practice with colleagues from different schools. Teachers in the early stages of their career are well supported by leaders. Leaders are mindful of staff workload and wellbeing. Leaders work in partnership with parents and

carers to keep them informed of their children's progress. Many parents appreciate the support and education their children receive.

Personal development and wellbeing

Expected standard 

Pupils access a well-sequenced personal development programme that builds on their knowledge over time. They learn about the importance of mental and physical health. They understand the importance of staying safe, including when online. Pupils learn about healthy relationships at an age-appropriate level.

Pupils learn about different faiths and cultures. They celebrate their diverse school community through 'culture day', where pupils try food dishes from, and learn about, different cultures. There is a real sense of unity across the school. Pupils are passionate about tackling global issues such as racism and gender inequality. They embrace the fundamental British values, understanding the importance of applying them in everyday life. Pupils discuss difficult concepts with maturity. Leaders encourage pupils to show empathy and respect towards others.

Many pupils become leaders and are positive role models for other pupils. Pupils can join the school senate or become house captains, language ambassadors or charity youth advocates. Pupil leaders represent the school through the youth parliament. They organise charitable events such as talent shows and bake sales. Pupils value these opportunities to feel connected to their community and develop their leadership skills.

Pupils, including those who are disadvantaged and those with special educational needs and/or disabilities, benefit from visits to local museums and the theatre. Pupils have opportunities to take part in a range of enrichment activities, joining clubs such as sports, jewellery making or cross stitch.

Pupils benefit from a thoughtful careers programme that raises their aspirations. They take part in meaningful work experience and visit universities. Pupils learn about what careers in science, medicine and law entail. Most pupils are ambitious and know what they need to do to achieve their goals. However, there is a small but significant minority of pupils who do not sustain education, employment or training when they leave school.

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

Pupils are safe and happy at Newland School for Girls. They benefit from a calm and purposeful environment that enables them to enjoy learning. Pupils learn from a broad and balanced curriculum that is taught well. They achieve broadly in line with national averages. Pupils who are disadvantaged achieve well. Pupils with special educational needs and/or disabilities (SEND) receive effective support to make progress across the curriculum. However, a minority of pupils would benefit from more targeted support to remove their barriers to learning.

Pupils behave very well at school. They learn to resolve conflicts and manage their own emotions. Bullying is rare and dealt with effectively. The diverse school community is

celebrated by staff and pupils. Pupils care for their peers and show respect and tolerance towards the beliefs and values of others. Older pupils become role models. They represent the school well through the youth parliament and by organising charitable events. Pupils regularly lead assemblies to address global issues. They are well prepared for life in modern Britain.

There is a wide range of opportunities for pupils, including for those who are disadvantaged and those with SEND, to explore their talents through music and the creative arts. Pupils are encouraged to take part in competitive sports such as netball, cricket and cross country running. They also enjoy clubs such as debate, 'translatathon' and pen pals. Pupils experience visits to explore their local heritage. They also make their own choices for rewards visits, such as ice skating or bowling.

Pupils develop high aspirations for their future. The majority of pupils know what to do to achieve their goals. However, there is more work to do to make sure all pupils go on to sustain meaningful education, employment or training when they leave the school.

Next steps

- Leaders should identify measurable targets, with achievable small steps, for pupils with special educational needs and/or disabilities to enable teachers to swiftly and effectively remove barriers to learning.
 - Leaders should specifically target support for the minority of pupils who have not secured their foundational knowledge to enable them to catch up quickly.
 - Leaders should make astute decisions about how the curriculum and teaching should adapt and evolve to continue to improve outcomes for all pupils.
 - Leaders should ensure that all pupils are well prepared for life beyond school and are able to go on to sustain meaningful education, employment or training.
-

About this inspection

This school is part of Thrive Co-operative Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Jane Nolan, and overseen by a board of trustees, chaired by Ken Battye.

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 spoke with the headteacher, senior leaders, the CEO, trustees and governors during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved

technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school makes use of 2 alternative provisions.

Headteacher: Vicky Callaghan

Lead inspector:

Nikki Heron, His Majesty's Inspector

Team inspectors:

Steve Lewis, Ofsted Inspector

Zoe Helman, His Majesty's Inspector

Richard Wood, 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 10 March 2026

School and pupil context

Total pupils

672

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: 1,067

School capacity

750

Well 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: 1,153

Pupils eligible for free school meals (FSM)

43.60%

Well above average

What does this mean?

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

National average: 28.9%

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

0.74%

Well 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: 3.09%

Pupils with special educational needs (SEN) support

19.64%

Well above average

What does this mean?

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

National average: 13.4%

Location deprivation

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

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	39.7%	45.4%	Close to average
2023/24 (final)	41.7%	45.9%	Close to average
2022/23 (final)	37.2%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	44.2	46.0	Close to average
2023/24 (final)	44.3	45.9	Close to average
2022/23 (final)	43.8	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.13	-0.03	Close to average
2022/23 (final)	-0.22	-0.03	Close to average

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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	37.3%	25.8%	Above
2023/24 (final)	26.5%	25.8%	Close to average
2022/23 (final)	23.3%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	42.2	34.9	Above
2023/24 (final)	36.6	34.6	Close to average
2022/23 (final)	35.5	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.52	-0.57	Close to average
2022/23 (final)	-0.59	-0.57	Close to average

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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	37.3%	53.1%	-15.8 pp
2023/24 (final)	26.5%	53.1%	-26.6 pp
2022/23 (final)	23.3%	52.4%	-29.1 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	42.2	50.4	-8.2
2023/24 (final)	36.6	50.0	-13.4
2022/23 (final)	35.5	50.3	-14.8

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.52	0.16	-0.69
2022/23 (final)	-0.59	0.17	-0.75

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	81%	91%	Below
2022 leavers (revised)	85%	93%	Below
2021 leavers (revised)	93%	94%	Average

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 (2 term)	7.8%	8.1%	Close to average
2023/24 (3 term)	7.7%	8.9%	Close to average
2022/23 (3 term)	9.1%	9.0%	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 (2 term)	21.9%	21.9%	Close to average
2023/24 (3 term)	20.8%	25.6%	Below
2022/23 (3 term)	26.3%	26.5%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright