

# Newbald Primary School

## Inspection report

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<b>Unique Reference Number</b>	117859
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	379483
<b>Inspection dates</b>	1–2 December 2011
<b>Reporting inspector</b>	Lesley Clark

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	85
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Philip Alderman
<b>Headteacher</b>	Kathryn Carlisle
<b>Date of previous school inspection</b>	6 May 2009
<b>School address</b>	Beverley Road North Newbald York YO43 4SQ
<b>Telephone number</b>	01430 827612
<b>Fax number</b>	Not applicable
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## Introduction

This inspection was carried out by two additional inspectors. They observed nine lessons taught by five teachers. The inspection team held meetings with groups of pupils, the chair of the governing body and staff. They observed the school's work, and looked at a range of documentation including that related to the assessments of pupils' progress, records of the monitoring of teaching and learning and documentation relating to safeguarding. The team analysed questionnaires returned from staff and pupils, and 40 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- It investigated the rate at which pupils, especially boys, make progress in reading at Key Stage 1.
- It evaluated whether more-able pupils are sufficiently challenged in mathematics and the extent to which teaching promotes pupils' independent learning skills in this subject.
- It explored how effectively staff adapt provision in the Early Years Foundation Stage to meet children's individual interests and needs and the impact this has on their achievement.

## Information about the school

This school is smaller than the average-sized primary school. It serves the local village and also draws pupils from outside the immediate locality. Most pupils are of White British heritage. A very small minority is of British Asian heritage. None is learning English as an additional language. The proportion of pupils known to be eligible for free school meals is low. The percentage of pupils with special educational needs and/or disabilities is below average and none currently holds a statement of special educational need.

Since the last inspection there have been many staff changes. All teaching staff have joined the school since September 2010 with half starting in September 2011. The school holds the Sports Active Mark and has Enhanced Healthy School status.

The Newbald Primary School Sunshine Club was inspected as part of this inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. It has several outstanding elements. The headteacher has exceptional ambition and drive. The school has doubled in size within four years, provides excellent before- and after-school care in the Sunshine club and promotes equality of opportunity and tackles discrimination exceptionally well. The impact is seen in pupils' outstanding spiritual, moral, social and cultural development. The school takes excellent care of pupils and gives them exceptionally good guidance and support. Consequently pupils feel extremely safe and have excellent health awareness. Parents' and carers' engagement with the school is outstanding and underpins their children's good achievement.

Pupils make good progress from starting points to the Early Years Foundation Stage that are typical for their age. By the end of Year 6, attainment has risen at a good rate and is above average; it is higher in English than in mathematics. This reflects the school's successful two-year focus on raising attainment in English through developing boys' reading and writing skills across the school. Pupils are well taught, especially in English where teaching is sometimes inspiring. Teaching quality is more variable in mathematics. Pupils are not always sufficiently challenged, especially the more-able pupils, because the work they are set is sometimes too easy. The school's curriculum provides a wealth of interesting experiences that enrich pupils' education. The curriculum in Key Stage 1 does not provide a sufficiently flexible approach to learning to cater fully for the wide ability and developmental range of pupils, particularly the younger pupils in mixed-age classes.

Good leadership, management and governance have steered the school successfully through many staffing changes and the rapid expansion in pupil numbers. Staff, pupils, parents and carers speak warmly and enthusiastically of the school. The school's self-evaluation is accurate and leads to the right priorities for improvement. There has been good improvement since the last inspection where the sole issue, writing, was identified as a weakness and is now a strength. Given the current circumstances the school demonstrates a good capacity for sustained improvement.

## What does the school need to do to improve further?

- Extend the challenges for pupils in mathematics, especially the more-able, by:
  - setting suitably different work that makes pupils think and is closely matched to their capabilities
  - allowing pupils to move on to the next step as soon as they feel they are ready to so they learn at a faster rate
  - involving pupils in setting their own challenges.
  
- Improve the Key Stage 1 curriculum by:
  - providing a more flexible approach to learning in order to better meet the needs of the wide ability and developmental range of pupils in mixed-age classes.

## Outcomes for individuals and groups of pupils

2
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Achievement is good. Pupils are keen to come to school as shown by their above average attendance. They greatly enjoy many aspects of their learning, especially the Friday afternoon 'Newsround' when the 'news team' for that week presents through interviews and discussion the news that has caught their attention. Lessons in literacy are similarly engaging and often fun as pupils talk over ideas with a partner or work in groups.

Pupils read and write well for their age. Daily lessons in how letters and sounds are linked help younger pupils and less-able pupils to write more accurately and at greater length. More-able pupils in upper Key Stage 2 write accurately and expressively, using figurative language to enliven their writing and increase their confidence in reading. The rate of learning in mathematics is more uneven. Sometimes the work is well within pupils' capabilities and does not offer enough challenge for more-able pupils. In these instances, pupils discreetly set their own challenges as when a group quietly decided to find as many ways of combining different coins as they could because the original task was too simple. Pupils with special educational needs and/or disabilities make good progress because they are well taught both individually and in small groups.

Pupils are responsible and behave considerately. They are adamant that there is no bullying and 'no real arguments, only tiffs.' They say the best thing about school is, 'Everyone is friends and we all play together.' This is certainly evident in the after school club where pupils chat over tea, play energetic games or sit and read together like one big family. Pupils have democratically elected jobs such as house captains and members of the school council but these do not entail a great deal of responsibility. Through weekly, purposeful discussions about issues such as race, justice, fairness and forgiveness, pupils develop a profound empathy and understanding of global issues. They are well prepared for their future lives.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	2
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	2
Pupils' attendance <sup>1</sup>	
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

Effective features in most lessons include: using interactive technology to make teaching points clear; clear success criteria so pupils know what they need to do to be successful; and opportunities for pupils to work together. In the best lessons, teachers use music, drama and visual stimuli to spark pupils' use of vivid language such as, 'her coat wrapped its arms around her' and 'the wind howled like a wolf at the moon.' In less-effective lessons, the pace of learning slows because teachers misjudge the level of difficulty and the time pupils need to complete a piece of work. In these lessons, more-able pupils are held back because the work, especially in mathematics, does not challenge them to think and work things out for themselves.

There are considerable strengths in the curriculum, with its suitable focus on the basic skills of literacy and numeracy. These include special weeks given to themes such as Black Awareness or practical days involving parents and carers such as 'Survival' days when adults and children built dens and shelters together. French is taught across the school and pupils' attainment in written French is high by the end of Year 6. In Key Stage 1, however, the curriculum is too formal too soon for the younger pupils in the mixed-age classes. This creates difficulties in terms of organisation and expectation of what pupils can realistically achieve.

All staff care deeply about all pupils and do their utmost to support them. As a result, pupils are cared for exceptionally well and they develop self-esteem, respect and a sense of responsibility. Extremely well-targeted support for individual pupils helps those with special educational needs and/or difficulties and those who are vulnerable due to their circumstances to make the best of the opportunities provided by the school. The before- and after-school club makes an excellent contribution to pupils' well-being and enjoyment of school. The school's work with families and a range of different agencies to support them are first rate. Well-established and highly effective practices involve parents and carers when their children enter school, move from class to class and transfer to secondary school.

<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The leaders and managers at the highest level are extremely successful in inspiring the school community to share a strong sense of purpose. This is so strong that staff who are new to the school are quickly imbued with a similar sense of purpose. Staff morale is high. There is no time wasted in the school's ambition and drive to raise achievement. The leadership is highly effective in coaching new staff. As a result, the quality of teaching is good and some is very creative. Rigorous monitoring, searching evaluation and self-challenge give rise to well-focused plans that lead to rapid improvement. The impact is seen in many ways, for example: in the rapid growth of the school; strong parental confidence and engagement; the high levels of enthusiasm amongst staff; the improved achievement in English where the school exceeds its challenging targets. Equality of opportunity is outstanding because the school places this at the heart of its work. This is seen in the exceptional way the school tackles discrimination. Pupils respect human rights because they discuss these each week and so learn to value cultural difference and diversity.

Governance is good. The governing body has an accurate picture of how well pupils are succeeding. It is rigorous in ensuring that pupils and staff are safe through regular risk assessments. Issues about safety and safeguarding are integrated into the curriculum so that pupils know how to keep themselves safe. The school demonstrates that it makes a good commitment to community cohesion through its strong local links and links with other schools, including one in France. The impact of its work is felt strongly within the school, where pupils' exceptionally good spiritual, moral and social development is partly due to the school's engagement with a wide range of different community groups. The view of one parent/carer typifies that of the vast majority when they stated that: 'The school's activities are first rate as is its sense of community and inclusion.'

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>

<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>
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## Early Years Foundation Stage

Children achieve well from their widely varying starting points. They are well taught and learn well from the many interesting and purposeful activities both indoors and outside. Older Reception children make good progress when they share the indoor and outdoor learning facilities used by younger Reception and Nursery children. Their learning slows when they have restricted opportunities to lead their own learning when they work alongside Year 1 pupils. Staff are skilled at adapting the provision to take account of children’s interests and needs. For example, children were busily involved in constructing a pirate ship out of crates and working out how to make a ship’s wheel out of cardboard and to follow the treasure map they had drawn. Staff intervene appropriately, asking questions and gently steering children towards using early reading and writing skills. Staff note down significant moments in children’s development which are then collated into ‘learning journeys’ that accurately record each child’s progress.

The provision is led and managed well and its bustling, lively atmosphere is tempered by well-judged, short teaching sessions that move children’s learning on at a good rate. The Sunshine club makes excellent provision for children both before and after school.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

## Views of parents and carers

A minority of parents and carers responded to the questionnaire. Almost all expressed extremely positive views about the school. Several commented on how supportive the school is in terms of the help it gives to pupils with special educational needs and/or disabilities and on the ‘lots of opportunities both outside and within the curriculum.’ The inspection findings reflect these very positive views. A very small number of parents and carers expressed concerns about behaviour and queried aspects of safeguarding. The inspection team observed pupils at play, in lessons and around the school and checked all aspects of safeguarding thoroughly. The team found behaviour and safeguarding procedures to be good.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newbald Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 40 completed questionnaires by the end of the on-site inspection. In total, there are 85 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	88	5	13	0	0	0	0
The school keeps my child safe	32	80	7	18	1	3	0	0
The school informs me about my child's progress	26	65	13	33	1	3	0	0
My child is making enough progress at this school	27	68	12	30	0	0	0	0
The teaching is good at this school	33	83	7	18	0	0	0	0
The school helps me to support my child's learning	28	70	12	30	0	0	0	0
The school helps my child to have a healthy lifestyle	25	63	15	38	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	50	16	40	0	0	0	0
The school meets my child's particular needs	29	73	11	28	0	0	0	0
The school deals effectively with unacceptable behaviour	22	55	16	40	2	5	0	0
The school takes account of my suggestions and concerns	26	65	12	30	1	3	0	0
The school is led and managed effectively	32	80	7	18	1	3	0	0
Overall, I am happy with my child's experience at this school	32	80	8	20	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



5 December 2011

Dear Pupils

### **Inspection of Newbald Primary School, York, YO43 4SQ**

Thank you for your warm and friendly welcome. A special 'thank you' goes to the group of pupils who spent time talking to me about your school and to all of you who talked to me about your work when I visited your classrooms. You go to a good school. It does some things extremely well. Your headteacher does an excellent job. The Sunshine club gives outstanding before and after school care. Your school makes sure that your parents and carers are fully involved and this has an outstanding impact on your learning. Your spiritual, moral, social and cultural development is first rate and means that you are caring and considerate of others and extremely keen to have new experiences. You have an outstanding awareness of why it is important to keep safe and healthy.

You make good progress. You read and write very well because you are well taught. Some of your lessons are very enjoyable and they help you to become very good writers. There are one or two things that can be improved. Firstly, those of you who find learning easy do not do as well as you should in mathematics. So I have asked your teachers to make sure that they match your work more closely to your ability and encourage you to move on to the next stage as soon as you feel you are ready. Secondly, I noticed that younger pupils in Key Stage 1 do not have enough freedom to move around and learn through discussing and working with classmates so I have asked your school to find ways of improving this. You can help by setting your own challenges in mathematics and saying when the work is too easy for you.

I wish you all the very best for your futures.

Yours sincerely

Lesley Clark  
Lead inspector

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