

Harrogate, New Park Community Primary School

Inspection report

Unique Reference Number	121396
Local authority	North Yorkshire
Inspection number	380230
Inspection dates	13–14 December 2011
Reporting inspector	Tony Painter

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

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	129
Appropriate authority	The governing body
Chair	Mr M Bottomley
Headteacher	Mr B Moore / Mr S Holmes
Date of previous school inspection	23 April 2009
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching and learning in 11 lessons taught by five teachers and held discussions with groups of pupils, the Chair of the Governing Body, staff and the headteacher designate. The inspectors observed the school's work and looked at a wide range of school documents including planning, assessment records and policies for safeguarding and other matters. They examined staff and pupil questionnaire responses as well as 25 questionnaires returned by parents and carers.

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

- How consistently good is pupils' progress throughout the school?
- Does teaching ensure enough progress is made in all lessons?
- Is the school effectively promoting pupils' personal development?
- Have leaders and managers established a common purpose and improved provision?

Information about the school

This school is much smaller than the average-sized primary school and almost all pupils are from White British backgrounds. Very few pupils come from minority ethnic backgrounds or speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is low, although an above-average proportion has a statement of special educational needs.

Since the last inspection, the number of pupils on roll has reduced significantly and the school has continued to suffer considerable disruption in leadership. Two part-time acting headteachers currently lead the school. A permanent headteacher has been appointed, who will take up his post in January 2012.

There is privately managed nursery provision within the school, which is subject to a separate Ofsted inspection and report.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. Despite falling numbers and significant disruption in leadership over recent years, it has maintained a positive atmosphere of care and support. The leadership of the two acting headteachers has been effective in improving teaching and raising rates of pupils' progress. The school successfully promotes pupils' personal development and ensures they feel safe within a good community atmosphere. Pupils respond positively to the improvements. They enjoy their learning, behave well and their attendance is above average.

The acting headteachers' detailed and purposeful monitoring has led to accurate self-evaluation, which identifies the right areas for improvement. Appropriate training supports well-focused actions so there is an overall sense of shared purpose. Staff are working together well and recognise how they can contribute. These represent positive improvements but the leadership currently remains temporary; the new headteacher has yet to take post and build upon them. The governing body recognises its past weaknesses, knows the school and is taking sound actions to hold it to account but is at an early stage of evaluating the impact of actions. Management systems and the full allocation of responsibilities to staff below the headteacher have not yet been firmly established. Because of this, the capacity to improve further remains satisfactory.

Children get off to a good start in the Reception class but the overall impact of teaching over time has been satisfactory. This has maintained the pupils' satisfactory achievement. However, new strategies are improving the quality of teaching; many lessons are now good, although variations remain. All lessons show increasingly effective use of the school's agreed practices. Common strengths, such as strong relationships and good organisation and management of classes promote effective learning. Effective teamwork with teaching assistants supports the learning of pupils with identified difficulties including those with special educational needs and/or disabilities and those who are at an early stage of learning English.

New assessment systems give accurate information about how well pupils are doing. Detailed lesson planning generally identifies activities for pupils of different abilities but teachers' match of tasks to pupils' abilities is not always sharp enough to ensure good progress occurs. Teachers do not consistently use pupils' personal targets to promote progress in lessons. In some lessons, teachers do not ensure that all additional activities focus on making good progress towards the learning objectives.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Ensure teaching is consistently good by:
 - refining and sharpening the use of assessment information to match tasks to pupils' different ability levels
 - ensuring all activities within lessons, including those pupils undertake after their main tasks, contribute to good progress towards the learning objectives
 - making more effective use of pupils' personal targets to promote progress, helping pupils understand how they can improve further.
- Improve leadership and management by:
 - ensuring the governing body is fully and systematically involved in evaluating the work of the school
 - developing the roles of staff other than the headteacher in monitoring and evaluating the school.

Outcomes for individuals and groups of pupils

3

Pupils show enjoyment of their learning and speak very positively about the wider range of activities they now have in their lessons. Older pupils say that they enjoy the way that lessons are now frequently more challenging. Their good behaviour and positive attitudes make an effective contribution to their learning. Pupils pay attention to teachers, showing enthusiasm and a desire to join in and give answers to questions. They generally respond quickly to the consistent classroom routines and most apply themselves well to tasks, showing pride in their work and often concentrating hard. Pupils enjoy opportunities to use and develop their basic skills. Year 3 and 4 pupils, for example, applied themselves extremely well to editing their extended writing, making good use of checklists and success criteria to judge how well they were doing. Similarly, Year 2 pupils listened carefully to each other as they shared their ideas for tackling multiplications and improved their knowledge of times tables.

Over time, pupils have joined the school with skills and experiences that are just below those expected for their age. The school's Year 6 test results have remained broadly average; variations generally relate to the small numbers of pupils in each year group. Accurate assessment systems show increasing numbers of pupils now making progress above the nationally expected rates, although this is not fully consistent through the school. Pupils with special educational needs and/or disabilities, particularly those with a statement of special educational needs, receive well-targeted additional support which ensures they, too, are making increasingly good progress. However, these improvements for all pupils are relatively recent and the weight of evidence shows satisfactory progress over time.

Pupils show good understanding and confidence regarding their safety at school. They are aware of how they can reduce risk, for example, when using the internet. They are confident that bullying is rare and have full trust in the staff to deal effectively with any incidents that might occur, speaking positively of the school’s new discipline structure. Pupils have a good awareness of health matters and how to lead a healthy lifestyle. They enjoy taking on responsibilities when given the opportunity to do so and show good awareness of their personal and social responsibilities. Pupils develop a good moral code and willingly take up opportunities to reflect on their values and those of others. Despite many good personal strengths and above-average attendance, satisfactory achievement prepares them soundly for the next stages of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	3
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	2
Pupils' attendance ¹	
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Although teaching over time has had a satisfactory impact on pupils’ learning, there are clear signs of recent improvements. Effective strategies introduced by the acting headteachers have identified how teaching can improve. All the observed lessons showed teachers applying aspects of these strategies and, as a result, no lessons were inadequate and much of the current teaching was good. Teachers’ good relationships with pupils, appropriate encouragement and the use of praise lead to good behaviour and this contributes well to learning. Well-established classroom routines ensure little time is lost unnecessarily. Support staff are used productively and are confident of their roles to ensure learning takes place, particularly of those pupils who may be in danger of falling behind.

Teachers plan most lessons securely with clear learning objectives, generally related to earlier learning. In the best lessons, they share these effectively with pupils to aid their understanding and supplement them with steps to success so pupils can gauge how well they are doing. However, some activities in weaker lessons, especially for pupils who may have finished their main tasks, do not relate closely enough to the learning objectives and lack sufficient purpose to promote good learning.

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

New assessment systems give accurate information about how well pupils are doing. Teachers use this information constructively in most lessons when planning work for different ability groups. There were good examples of planning adaptations which reflected pupils’ learning in earlier lessons. However, some opportunities remain to match work more sharply to pupils’ abilities and hence to promote consistently good learning. Marking increasingly consistently identifies successes and how to improve. Older pupils know their personal targets and teachers check their progress towards these at intervals. However, they do not make full use of them to focus learning in lessons and ensure pupils are fully aware of how to improve their work, hence promoting better progress.

The curriculum provides a sound range of experiences to promote learning. Recent actions to improve links between learning in different subjects, particularly in Years 1 and 2, are beginning to show an impact. Older pupils also speak positively about how the range of tasks has improved and work is more challenging. Lessons pay greater attention to providing opportunities for discussions and developing pupils’ independence. Sound and improving partnerships help the school to widen the range of activities available. The curriculum is securely adapted to meet the needs of identified groups of pupils. For example, some higher-attaining Year 3 and 4 pupils have extra support in a lunchtime club to boost their performance in mathematics.

Good care, guidance and support derive from the strong personal knowledge that staff have of each individual pupil. This community atmosphere makes a good contribution to pupils’ confidence, boosting their personal development and sense of well-being. Good relationships at all levels ensure any pupils and their families whose circumstances make them potentially vulnerable have confidence that the school can give them support. The school’s partnerships with outside agencies help to meet individual personal needs and actions often show effective outcomes. The school has effectively improved rates of attendance.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Detailed and methodical monitoring by the acting headteachers has led to very accurate self-evaluation and well-focused actions to bring about improvements. In particular, new assessment systems give a clear and accurate picture of how well pupils are doing and current data indicate that many pupils are now making good progress. Regular reviews identify where further action may be needed and support the drive for improvement. Measures to analyse the achievement of groups and individual pupils show evidence of some improvements, soundly promoting equality of opportunity and tackling discrimination.

Close attention to monitoring teaching and the introduction of clear criteria for promoting more effective learning are also proving effective in improving the quality of lessons. The successes have been marked in developing a cohesive staff group and allowing the school to function independently of the previous support from the local authority. However, the current leadership has been an interim measure and there has been limited time for some developments to come to fruition. Core subject leaders, for example, have enhanced their roles in overseeing their subjects but they have not begun to play a part in monitoring.

The governing body knows the challenges facing the school and understands the strengths and weaknesses of provision. It has recognised past deficiencies in its working and has taken steps to improve its oversight of the school, working well with the local authority and the acting headteachers. Satisfactory involvement in determining the good school development plan has been supported by useful links between members of the governing body and identified priorities. However, the systems to involve the governing body fully in evaluating the school remain at an early stage of development. The governing body has sound systems to ensure safeguarding arrangements fully meet all statutory requirements.

Parents and carers receive good information through newsletters and parents’ and carers’ meetings. Recent consultations have led to new systems of setting homework and ensuring parents and carers are aware of what is set. The new ‘learning logs’ give parents and carers good opportunities to support their children’s learning. The school soundly promotes community cohesion from an understanding of its own context and strengthening links with the local area.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

This Reception class is a safe and secure setting. Children get off to a good start to their learning, aided for many by the strong links with the privately-managed nursery. Children settle quickly because clear routines and organisation, coupled with the staff’s support and encouragement, build a very strong and positive ethos. Good relationships at all levels encourage children’s independence. As a result, children move confidently between activities, sharing resources well, taking turns and

showing good enjoyment and concentration. There is a good balance between activities that are led by adults and those initiated by the children.

The coordinator has established strong teamwork that ensures a shared and effective understanding of how to promote children’s learning. The lively curriculum provides opportunities for good development in all areas of learning, although some limitations of the building restrict the planning of outside activities. However, staff have good strategies to provide for outside and physical play.

Staff monitor development well, collecting good information on each child, enabling them to make detailed and accurate assessments of children’s progress. This information is used well to target activities carefully to meet individual needs, including those new to learning English and those with rapidly-developing language skills.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

At around 19%, the inspection questionnaire response rate is below the average found in primary schools. Many responses gave wholly positive views of children’s experiences and there was particularly high support for children’s enjoyment of school and the way that the school keeps pupils safe. A number of responses, while being supportive of the work of the acting headteachers, expressed a desire for stable leadership. The inspection findings support these views. Some parents and carers felt there were too few opportunities for them to communicate with the school, to find out how well their children are doing or be able to support them in their learning. The school has already introduced a number of strategies to address these concerns and links with parents and carers are good. The inspectors thoroughly investigated all other general matters raised and their findings are included in the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Harrogate, New Park Community 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 25 completed questionnaires by the end of the on-site inspection. In total, there are 129 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	69	7	27	0	0	0	0
The school keeps my child safe	15	58	10	38	0	0	0	0
The school informs me about my child's progress	7	27	12	46	4	15	1	4
My child is making enough progress at this school	8	31	16	62	1	4	0	0
The teaching is good at this school	9	35	16	62	0	0	0	0
The school helps me to support my child's learning	7	27	15	58	3	12	0	0
The school helps my child to have a healthy lifestyle	9	35	16	62	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)	6	23	16	62	0	0	0	0
The school meets my child's particular needs	7	27	17	65	1	4	0	0
The school deals effectively with unacceptable behaviour	4	15	18	69	1	4	0	0
The school takes account of my suggestions and concerns	6	23	17	65	2	8	0	0
The school is led and managed effectively	2	8	18	69	4	15	0	0
Overall, I am happy with my child's experience at this school	11	42	14	54	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).

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



15 December 2011

Dear Pupils

Inspection of Harrogate, New Park Community Primary School, Harrogate, HG1 3HF

I would like to give my thanks to you all for making the inspectors so welcome when we came to your school and to say a special 'thank you' to those of you who gave up time to talk to us about your work. You were sure that your school is getting better at helping you to learn and we agree. You work hard, behave well and get on well together. Your attendance is above average and you are right to be proud of what you achieve.

Yours is a satisfactory school. All the adults in school are good at caring for you and they keep you safe. The acting headteachers and staff are working hard to improve things to help you learn better; this is proving successful. We saw how you enjoy your 'harder' lessons and how you are keen to learn. As a result, you are beginning to improve on your satisfactory progress.

One reason for our visit is to see if we can help your school to improve further. So we have asked your teachers to make better use of what they know about how well you are doing to make sure that all parts of your lessons help you all learn at good rates. We have also asked them to make more use of your personal targets to help you judge your own learning and improve your work. Finally, we have asked the governing body and school leaders to make some changes to the way they check on how well the school is doing.

I hope that you will help by continuing to do your very best in all you do.

Yours sincerely

Tony Painter
Lead inspector

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