

# New York Primary School

Lanark Close, North Shields, Tyne and Wear, NE29 8DP

**Inspection dates** 15–16 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils make rapid and sustained progress from their often very low starting points. As a result, their achievement is outstanding.
- Teaching is outstanding, because staff make relentless efforts to maintain a high quality of learning in all lessons. High expectations of what each pupil can achieve are a feature of all lessons.
- Teachers know precisely how to match work in order to challenge each pupil to achieve their best.
- Classroom support, in and out of lessons, is highly skilled and effective. This enables pupils with specific needs or who are learning English as an additional language to make the same rapid progress as their classmates.
- Pupils behave extremely well and feel very safe. The pupils' remark, 'we are always up for a challenge', sums up their high levels of commitment and energy in lessons. Their enjoyment of school is obvious and echoed in their high attendance rates.
- The excellent curriculum meets pupils' needs exceptionally well. The school takes every opportunity to add to their experiences, raise aspirations and boost their self-confidence.
- The passion, drive and forward-thinking of the headteacher are shared by all staff. Together, they have taken highly effective action to improve literacy skills. As a result, reading and writing skills have continued to improve at a fast pace, since the previous inspection.
- Systems for checking school performance are very effective. This allows teachers to judge accurately each pupil's development.
- Teaching is exceptionally well led and managed. Staff skills are constantly nurtured and advanced. Challenging each pupil to achieve their best and intervene when progress slips, is a high priority for all staff. However, on occasion pupils are not always challenged to use higher order skills in lessons and in their work.
- Senior leaders and managers have an insightful and accurate understanding of school performance. Consequently, the school is always building upon its strengths.
- The knowledgeable governing body has a visible presence in school on a day-to-day basis. Governors are totally committed to providing a high quality, valued community resource.
- The school enjoys the confidence and trust of the parents and the wider community.

## Information about this inspection

- Inspectors observed 17 lessons of which five were joint observations with the headteacher and deputy headteacher. In addition, inspectors made a number of short visits to lessons and walks around the school site to check the quality of what is provided for pupils.
- Inspectors held discussions with pupils, parents, members of the governing body, school staff, including senior leaders and those with responsibilities such as the leadership of key stages and subjects, the local authority School Development Partner and head of service.
- Inspectors took account of the 36 responses to the on-line questionnaire (Parent View).
- Inspectors observed the work of the school and examined a range of documentation including the school's own records of pupils' current progress, records from the observation of lessons, pupils' books and the improvement planning. Records relating to behaviour, complaints and attendance and documents relating to safeguarding were also taken into consideration.

## Inspection team

Clive Petts, Lead inspector

Additional Inspector

Janet Bennett

Additional Inspector

Wendy Richardson

Additional Inspector

## Full report

### Information about this school

- New York is an average-sized primary school.
- The proportion of pupils supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is three times the national average.
- Currently, an above average proportion of pupils are known to be eligible for pupil premium funding (which is provided by the government to support the learning of pupils who are entitled to free school meals, in the care of the local authority or the children of members of the armed forces).
- The large majority of pupils are White British. A few are from minority ethnic groups with a very few at an early stage of learning to speak English. A higher-than-average and an increasing proportion of pupils join or leave the school at other than the normal time.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.
- The school extends its services in that it provides a breakfast club each day. The on-site children's centre provision, not managed by the governing body, is subject to a separate inspection and will receive its own inspection report.
- The headteacher is a recognised National Leader of Education and the school designated as a National Support School.

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

- Making certain that staff do their utmost to maximise opportunities for :
  - pupils to think critically, explain their ideas or solutions, give reasons and make decisions
  - pupils of all ages to understand how they can present their work using more accurate, refined and sophisticated techniques, especially in mathematics.

## Inspection judgements

### The achievement of pupils is outstanding

- Pupils of all backgrounds and starting points make excellent progress. This includes those who have complex learning and development needs. The rich variety of memorable experiences enables pupils to learn exceptionally well.
- Children start the Nursery class with skills often very low compared to those typical for their age. Many have underdeveloped speech, language, social and emotional skills. Children make swift progress in Nursery and Reception classes developing self-control and independence in the happy, friendly and bubbly atmosphere.
- Although skills in reading, writing and mathematics at the end of Year 2 are broadly average, pupils continue to make fast progress in Key Stage 1. This includes those who arrive at short notice during the school year. Progress accelerates in Key Stage 2, as pupils' confidence and ability to work things out for themselves continues to improve at a pace.
- Attainment in English and mathematics are above average by the end of Year 6. Currently, a high proportion of Year 6 pupils exceed what is expected of them in both subjects. Concerted action taken to improve reading, writing and number skills is proving highly effective year-on-year. Yet, opportunities are sometimes missed for pupils to apply skills to solve problems in all subjects and refine layout and presentation even more, such as when constructing graphs and charts in mathematics.
- Disabled pupils, those with special educational needs and those learning English as an additional language achieve highly, because their needs are exceptionally well understood by staff. This is because staff pinpoint pupils' needs so exactly and ensure that no obstacles to learning hold back their progress.
- Highly successful use is made of additional funding to close the gap in skills between pupils supported by the pupil premium and other pupils. There is no gap in reading and mathematics and although eligible pupils are one term behind in their writing, the gap is closing quickly.
- Inspiring methods used to teach the essential skills of linking sounds and letters together to form words ensure that children's early reading and writing skills develop rapidly. For example, a group of pupils were observed totally enthralled practising sounds, letters and words from their new reading book, *'The Hairy Fairy'*. Dressing up as a male fairy in a pink dress added to the fun of learning new words and sentences. Reading skills at the age of six are broadly average. Older pupils in Key Stage 2 speak enthusiastically about their reading explaining animatedly about their favourite authors, such as Michael Murpurgo. Their skills are above average for their age.

### The quality of teaching is outstanding

- Teaching and the quality of classroom support are outstanding. All parents responding to Parent View agree. In lessons, teachers use fun methods, outdoor learning, visits, residential experiences, visitors and partner debate, to build up successfully a wide range of skills, knowledge and understanding.
- Rich opportunities to learn provoke pupils' thinking and stimulate their imagination. Vitality is added to lessons by using themes to join subjects together in interesting ways. Humour is common place. For example, using pupils' fascination with pirates to identify and count their features, such as a beard or eye-patch, to construct a tally chart in a mathematics lesson. Problem-solving challenges spark pupils' thinking and encourage them to think analytically and work out solutions for themselves, although opportunities are sometimes missed to use these skills even more frequently.
- Teaching methods lead to rapid and sustained progress because:
  - staff fully assess progress and use the information to closely match tasks to each pupils' needs
  - excellent relationships create a highly positive classroom mood which inspires pupils to learn

- methods used in lessons constantly strengthen and add to pupils' earlier learning
  - teachers' questioning continuously checks and stretches pupils' knowledge and understanding
  - helpful and accurate marking makes sure pupils know how well they are doing and provides clear steps for improvement
  - highly skilled classroom support staff quickly identify any gaps in learning and precisely target the help needed to address these.
- In lessons when progress is fastest, exciting and thought-provoking approaches, skilful and probing questioning combined with fun, practical and active methods ensure a relentless focus on pupils' achievement. This ensures all pupils can achieve exceptionally well.
  - In the Early Years Foundation Stage, children's needs are very quickly and accurately identified. An interesting range of opportunities are provided for children to explore, investigate and pursue their curiosity, both in and outdoors. This helps children to be confident and self-reliant.

### **The behaviour and safety of pupils** are outstanding

- Pupils thoroughly enjoy coming to this happy and friendly school. This is reflected in the low absence rate. Providing high quality care and support for pupils and their families lies at the heart of the school's work. The statement on display in a corridor that, 'all things are possible just look inside yourself and believe' sums up the highly positive school ethos.
- High expectation, positive staff role models, clear boundaries for behaviour and frequent use of appropriate and measured praise all contribute to pupils' excellent behaviour. Consequently, all pupils feel safe and well looked after. All parents agree.
- The cheerful atmosphere in classrooms and around school reflects the mutual respect between adults and pupils. In conversations, pupils demonstrate that they have a very secure grasp of what constitutes bullying in its various forms. Pupils report that any inappropriate behaviour is quickly tackled and resolved by all staff. They speak confidently about how willingly staff help them with any worries or concerns they have.
- Pupils are very well informed about avoiding risk and danger, such as when using new technology or riding their BMX cycle. Play is lively but pupils are sensible, considerate and safety conscious. Pupils thrive on responsibility, such as helping to design outdoor play areas.
- Senior leaders, ably supported by the learning mentor, work extremely hard to make certain all individual needs are met. This includes those that are potentially at risk. Excellent partnership working with support agencies ensures that pupils and families receive the specialist support that they need.

### **The leadership and management** are outstanding

- The inspirational headteacher leads the school with much passion, energy and determination. She is ably supported by leaders, managers and staff. All share the confidence and trust of parents. As a result, the school continues to improve, because they all know exactly what to do to make the school even better. Leaders' judgement of the school's performance is accurate.
- The closely-knit staff team have an excellent understanding of how to use assessment to sustain high achievement. Systems to check pupils' progress and development are rigorous. Any slips in progress are promptly tackled and addressed.
- Teaching is exceptionally well led and managed with effective support provided for those newly qualified staff and those in training. Performance management is very effective with incentives and rewards closely linked to the quality of classroom performance. Targets for improvement are effectively supported by well-thought-out training for staff. This includes close working with the local authority to provide specialist training and an external check of performance.
- The rich curriculum provides a variety of first-hand experiences, such as the display by the BMX cycle team. There is a strong emphasis on improving speech, language and number skills rapidly with excellent opportunities provided to apply those skills in all subjects.

- The breakfast club provides a happy, enjoyable and active start to the day. A wide variety of enrichment activities, including in art, music and sport, has a very positive impact on pupils' aspirations and self-confidence.
- Staff work tirelessly to ensure that all pupils have the same chance to achieve success and make certain nothing obstructs their learning. Any form of discrimination is not tolerated.
- Parents are positively engaged and encouraged to play an active part in their children's learning and development. The cohesive approaches to childcare, adult learning and school provision on the site reveal the school's high-quality partnership working with the local community, training providers and support agencies.
- Safeguarding arrangements meet requirements, with much best practice underpinning the high quality of care and support provided for children. For example, child protection practice is of a high quality.
- **The governance of the school:**
  - The effectively led, experienced governing body demonstrates a very good understanding of how well the school is doing, for example, through analysing data about pupils' achievement. Governors have an accurate view of the quality of teaching and learning, using their regular training and updating to good effect. They hold the school to account in positive and constructive ways. They make very good use of the headteacher's performance management targets to enrich constantly what the school provides. The governing body plays a strong role leading and managing the strategic direction of the school. Governors control and manage finance effectively, including the impact of pupil premium funding.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	108607
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	411699

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

<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>	251
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kathryn Simmonds
<b>Headteacher</b>	Lesley Colthart
<b>Date of previous school inspection</b>	9 June 2010
<b>Telephone number</b>	0191 200 6338
<b>Fax number</b>	0191 200 1070
<b>Email address</b>	<a href="mailto:newyork.primary@northtyneside.gov.uk">newyork.primary@northtyneside.gov.uk</a>



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