

# New York Primary School

Langrick Road, New York, Lincoln, LN4 4XH

## Inspection dates

22–23 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' achievement has accelerated during this academic year. It is now good and attainment is rising.
- Children in Reception have a good start to school life and make good progress.
- Teaching has improved markedly in the last two years. It is good overall and is leading to good learning for all groups of pupils.
- Different subjects are taught through challenging, imaginative and well-planned activities, in a way that captures pupils' interest and nurtures their eagerness to learn.
- Pupils are proud of their school. They say they are happy, and feel safe and well looked after.
- Teachers and other adults have good relationships with pupils. This ensures that pupils' attitudes to learning and their behaviour are good.
- The executive headteacher's leadership and drive are at the heart of the improvements to teaching and learning since the last inspection.
- Growing links with other local schools are helping to ensure that teachers can share training with colleagues to give the very best support for disabled pupils and those who have special educational needs.
- Strong teamwork among the staff leads to good teaching and learning, particularly in Key Stage 2.

### It is not yet an outstanding school because

- Not enough teaching is outstanding.
- In some lessons, teachers set work that is too easy or too hard for some pupils.
- Teachers do not always make the most of pupils' eagerness by encouraging them to explore learning without direct supervision.
- Adults throughout the school do not demand high enough standards in the quality of pupils' presentation of their work, and of their handwriting in particular.

## Information about this inspection

- The inspector observed teaching and learning in nine lessons.
- He held meetings with the headteacher, staff, pupils and a representative of the governing body.
- A representative from the local authority provided a perspective on the school's work.
- The inspector examined school policies, information about pupils' progress and attainment, teachers' plans, pupils' work, safeguarding and curriculum materials, the school's plans for development and records of governing body meetings.
- He took account of the 10 responses to the online survey (Parent View) in conducting the inspection, and 11 questionnaires from staff.

## Inspection team

Terry McDermott, Lead inspector

Additional Inspector

# Full report

## Information about this school

- This school is much smaller than the average-sized primary school.
- It is part of a 'federation' with a similar-sized school (Frithville Primary School) located about six miles away. This means that the schools share an executive headteacher and governing body.
- The school has two classes. Class 1 is for children in Reception and pupils in Years 1 and 2. Class 2 is for pupils in Years 3 to 6. The number of pupils in each year group can vary significantly from one year to the next.
- An above-average proportion of pupils (more than half the school population) are supported by the pupil premium, which provides additional funding in this school for pupils in local authority care and those known to be eligible for free school meals.
- The proportion of pupils who join or leave partway through their primary school education is well above average.
- Almost all pupils are White British. A few come from Eastern Europe. A small number are at an early stage of learning English.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported through school action plus or a statement of special educational needs is well above average.
- There are too few pupils in Year 6 each year to make a valid comparison against the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Increase the proportion of good and outstanding teaching by making sure that:
  - work is always set at the right levels to challenge pupils of all ages and abilities in each class
  - teachers consistently insist that pupils produce work which is neatly laid out, accurate, complete and legible, particularly when marking written tasks
  - giving pupils regular opportunities, particularly in Class 1, to develop their independent learning skills by finding out or doing things for themselves.

## Inspection judgements

### The achievement of pupils

**is good**

- Children usually join the school in Reception with knowledge and skills below the levels expected for their age, though the small year group sizes can make for significant variations from one year to the next. Better teaching means that children in Reception now make good progress. They show enjoyment in all their activities, happily working and playing in small groups or in pairs. This was seen when children were totally absorbed in a world of their own when using the role-playing area set up as a kitchen.
- Pupils currently in Years 1 and 2 are also making good progress because teaching is good. Just occasionally, some teaching assistants do too much for some pupils. They do not always ask pupils to 'have a go' for themselves. This means that staff are missing some good opportunities to accelerate pupils' progress.
- It is not helpful to compare the performance of the school's Year 2 or 6 pupils against national averages, because year groups are so small and pupils come and go during each key stage. For example, very few of the pupils who took the Year 6 tests in 2012 had been in the school at the start of Year 3.
- In reading and mathematics, pupils now in Year 2 and Year 6 are making consistently good progress, though in writing progress is not always as rapid. The overall presentation of work in pupils' books lacks a sense of pride and precision. Pupils' handwriting is generally untidy and it is often, even for older pupils, done in pencil.
- The teaching of phonics (the sounds that letters make) is good. Checks carried out at the end of Year 1 show that pupils' basic reading skills are broadly at the expected level.
- Disabled pupils and those who have special educational needs, and others who join the school late, often speaking little or no English, are all making rapid progress because of high-quality care, support and guidance that meets their individual needs.
- Throughout the school, pupils are able to concentrate for lengthy periods and persevere when faced with difficulty. They are eager to learn, want to succeed, and get on well with their work. They appreciate the work of others, and collaborate well to complete tasks.
- Good use is made of additional funding to teach and support pupils who are known to be eligible for the pupil premium. It has allowed the school to provide extra individual or small group tuition to raise standards and improve achievement in literacy and numeracy, and is enabling all pupils to have equal access to everything that the school offers. As a result these pupils are making progress at the same rate as their classmates. Comparisons are not made for attainment at the end of Year 6 to avoid identifying individuals.
- Pupils leave Year 6 as polite and articulate young citizens, well prepared for the next stage of their education.

### The quality of teaching

**is good**

- All the lessons seen were characterised by very good relationships between pupils and adults. This begins with the very youngest children in school, when strong foundations for future

developments are laid.

- Teachers' planning and their classroom management are good. Most lessons get off to a prompt start, have good pace, and little time is lost. This leads to good learning and progress for almost all pupils.
- Adults provide interesting and practical learning activities for Reception-aged children so they rapidly become enthusiastic about learning. However, some teaching assistants do not always have high enough expectations of what children might do for themselves.
- Throughout Key Stages 1 and 2, teachers make clear to pupils, at the start of lessons, what they are going to learn. They are adept at asking probing questions to get them thinking or to see how much they have understood. Well-planned and well-organised tasks keep pupils motivated, and learning usually moves forward rapidly.
- When teaching is at its best, pupils are given work to make them work things out for themselves. They sustain concentration well over long periods, making significant intellectual efforts. This leads to clear gains in understanding. This was seen to outstanding effect in a Class 2 mathematics lesson, when the younger pupils got to grips with understanding multiplication methods. Discussions, experiments, research and trial and error, all done collaboratively under the watchful eyes of skilful teaching assistants, led to rapid learning. Pupils' engagement and concentration were complete, their behaviour was exemplary, and their progress was outstanding.
- Sometimes, the work set does not always give sufficient challenge to the oldest or most able pupils. Pupils themselves reluctantly confirmed that work is occasionally too easy.
- Teachers mark pupils' work regularly and make positive comments, but do not always give pupils clear guidance on what to do next to improve their work. Marking is weakest when it allows poor quality presentation or handwriting to pass without comment.
- Teachers pay close attention to ensuring that pupils who are disabled or have special educational needs receive well-planned support so they progress at the same rate as their classmates. Teachers also closely monitor the progress of pupils who are new to the school, or are known to be eligible for free school meals, to clarify uncertainty or help them recover lost ground. Together this ensures that no group of pupils underachieves.
- Spiritual and moral development is promoted effectively through pupils being encouraged to reflect on the impact of their actions on the lives of others. Pupils' social and cultural development is fostered through collaborative working, and by exploring the traditions and beliefs of cultures different from their own.

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

- Pupils respond well to the effective and fair systems the school uses to manage behaviour. In consequence, behaviour is good in classrooms, at break and lunch times, and when pupils are moving around the school. This makes for a calm atmosphere in often very busy places.
- Pupils are well mannered, thoughtful and considerate to each other and to adults. They show care for their environment when moving around the building and outside.
- They say they feel safe in the school and can explain convincingly why this is the case. They

have a very positive view about the support or help they can expect from adults, should they need it. They are certain there is no bullying in the school 'because we all know each other so well'. The school's records confirm that instances of poor behaviour are very rare.

- Pupils have positive attitudes to school and to learning, but sometimes remain passive when work is not demanding enough.
- Pupils are well aware of the dangers they may face outside school, especially from substances, prejudice and when using electronic media.
- Pupils' enjoyment of school is shown by their attendance. Though overall figures are broadly average, this hides the fact that many pupils never miss a day. Very few are late to school, and many stay after school for the frequent clubs and activities.

### **The leadership and management** are good

- The executive headteacher sets high expectations for staff and pupils. He has the full support of the staff and together they make a strong team.
- The way subjects are taught is carefully planned on a six-year cycle to ensure that no pupils repeat or duplicate earlier work. A wide range of different 'topics' are used to help pupils to practise the skills they have learned in particular subjects. In addition, numerous enrichment activities including samba drumming, various sports and cultural activities, and residential visits to locations such as Coalbrookdale or Whitby bring learning to life.
- There is a strong and successful emphasis throughout the school on developing personal attributes such as integrity, truth, honesty, and reliability. These underpin pupils' good spiritual, moral, social and cultural development.
- The school's leaders have an accurate awareness of its strengths and weaknesses. This is based closely on the progress made by pupils from their different starting points. The school keeps an accurate and up-to-date record of what pupils have learned.
- Almost all monitoring of teaching is carried out by the executive headteacher. Though it is not always recorded, it is accurate, as shown in the joint observations during the inspection. Teachers receive clear guidance on how to improve their work, and where appropriate extra training usually in concert with staff at the federated school.
- Staff are set clear targets which link closely to both pupils' progress and the school's improvement plans.
- The local authority maintains a 'light-touch' monitoring role, in line with its policy of encouraging schools to work together in partnerships. The school works very closely with its federated partner, and with a wider group of six other schools.
- Due to sustained improvements in the quality of teaching, greater accuracy in the way pupils' progress is tracked and effective links with other schools in securing good quality training for teachers, the school is demonstrating good capacity to secure further improvements.
- **The governance of the school:**
  - Governors maintain an insightful overview of the school. They have received a wide range of

training to be able to check that the executive headteacher is securing rapid improvement. They understand performance data and how the school compares with other schools nationally. They are in school regularly, holding the executive headteacher to account. They have been highly effective in enabling the sharing of expertise among staff across the two schools in the federation to the benefit of staff and pupils. They have ensured that the executive headteacher's reports tell them precisely what they need to know. Records of their meetings show that they ask probing and relevant questions to challenge the school, for example in relation to pupils' achievement. The governors ensure that the pupil premium is spent wisely to help overcome barriers to learning. They ensure that the performance management of staff is carried out appropriately, and pay rises and promotion are linked to pupils' progress. They also ensure that national requirements are met, including those relating to safeguarding.

## 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>	120467
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	405929

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	51
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ruth Quinnell
<b>Headteacher</b>	Paul Bargh
<b>Date of previous school inspection</b>	2–3 February 2011
<b>Telephone number</b>	01205 280320
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