

Newby and Scalby Primary School

The Green, Newby, Scarborough, North Yorkshire, YO12 5JA

Inspection dates 10–11 July 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Children are well prepared for their future learning through the Early Years Foundation Stage. As a result, they are happy, curious and eager to learn.
- Pupils of all abilities, including disabled pupils and those with special educational needs, make good progress in reading, writing and mathematics through school.
- The quality of teaching is good overall. It is sometimes outstanding. Lessons are well planned and imaginative. Teaching assistants are deployed well and make a good contribution to pupils' learning.
- Pupils are well behaved and feel safe. They take their many responsibilities seriously and attendance is above average.
- Exciting themes, topics and a wide range of sporting and other extra-curricular activities contribute well to pupils' spiritual, moral, social and cultural development.
- The headteacher provides clear leadership. He is well supported by a purposeful senior management team and an effective governing body.
- As a result, the school has continued to develop the quality of teaching and learning since the last inspection, and is well placed to further improve.

It is not yet an outstanding school because

- Although teaching is at least good, it is not always of the very best quality to make sure pupils' achievement is outstanding overall.
- Teachers do not always make full use of marking and feedback to help pupils improve their own work.
- Sometimes the work that teachers set, does not challenge all pupils to make the best progress they could.
- The best practice in teaching and learning is not always fully shared amongst teachers.

Information about this inspection

- The inspectors observed 19 lessons including two joint observations with members of the senior leadership team. The inspectors also made a number of shorter visits to classrooms.
- Discussions were held with two groups of pupils, the Chair and other members of the Governing Body and members of staff including senior leaders and other leaders with particular responsibilities. Inspectors also heard pupils read in Years 1, 2 and 6.
- Inspectors took account of 71 responses to the online questionnaire (Parent View), the outcomes from the school's consultations and several discussions with parents during the inspection.
- Inspectors observed the school's work and looked at a range of documents, including data on pupils' current progress, the academy development plan, performance management documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Sally Hicks

Additional Inspector

David Bridgewater

Additional Inspector

Full report

Information about this school

- The school is larger than the average primary school.
- The large majority of pupils are White British.
- The proportion of pupils who are known to be eligible for free school meals and receive the pupil premium is average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of pupils supported by school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The Newby Fun Factory provides child care on the premises. It is subject to a separate inspection.

What does the school need to do to improve further?

- Further improve pupils' achievement through increasing the proportion of outstanding teaching by:
 - making full use of marking and feedback to ensure pupils improve and manage their own work
 - ensuring the work set for pupils always challenges them to make the best progress they can
 - improve further the effectiveness of procedures for sharing the best practice in teaching and learning.

Inspection judgements

The achievement of pupils

is good

- Children start school with skills and understanding that are wide ranging but generally typically expected for their age. They make at least good progress through the Early Years Foundation Stage in all areas of their learning. Children's early reading and writing skills are well developed and used in a wide range of activities. They concentrate well and are inquisitive and keen to learn.
- Pupils make good progress through the school. As a result, standards of English and mathematics are above average for the current Year 6. There is a positive trend of improvement and an increasing proportion of pupils of all ages and abilities are making better than expected progress throughout the school.
- In the Year 6 national tests in reading and mathematics in 2012, not all pupils made the progress expected of them from Year 2. This was largely due to staffing issues in their final year which have since been resolved. Nevertheless, the school promptly reviewed teaching and learning in these subjects and introduced new initiatives for reading for deeper meaning and the recall of number facts. In 2013, a greater proportion of pupils in the current Year 6 made more than expected progress in the recent tests compared to 2012.
- The pupils known to be eligible for free school meals and supported by the pupil premium funding make good progress. The majority of these pupils are working at the expected levels for their age overall and almost a term above in Year 6. The effective promotion of equality of opportunity is reflected in the good progress made by the different groups of pupils represented in the school.
- Disabled pupils and those with special educational needs supported at school action and school action plus, make good progress from their starting points. They often acquire effective reading and writing skills, which enables them to tackle a wide range of subjects because the support is carefully tailored to their needs.
- Pupils read fluently and widely. Young pupils tackle new and unfamiliar words well because they have an increasingly good understanding of letters and their sounds. Older pupils of all abilities read with enthusiasm and expression. They develop good reference skills, such as skimming and scanning, to pick out the main points of a text and use them well in other subjects.
- Pupils' writing skills are good and they write at length and fluently. For example, Year 6 pupils produced detailed and well-organised booklets from their studies on mountains, with imaginative titles, such as 'The Epic Everest Express'. They made very good use of rhetorical questions, emotive phrases and first-person diary writing to bring their work to life.
- Pupils' mathematical skills are generally well developed. They are systematic and logical in completing their written calculations and often make good use of number lines, number squares and other resources to improve their understanding. They increasingly recall number facts in a speedy fashion, which helps them to solve mental computation and apply their knowledge well to solving problems.
- Pupils make good use of their information and communication technology (ICT) skills in different subjects.
- Although achievement is at least good, pupils sometimes do not make the very best progress they could because the quality of teaching is not yet outstanding.

The quality of teaching

is good

- Teachers' expectations are high. They expect good progress from all pupils and are quick to intervene when achievement falls below this standard.
- Overall, teachers make good use of accurate measures of pupils' progress to set work which is challenging and interesting to all abilities. In the very best lessons, they use this to set a very good pace of learning where pupils move rapidly to the next stage of learning.

- Reading, writing and mathematical skills are taught well through direct and sharply-focused lessons with a strong concentration on basic skills. For example, in Key Stage 1 teachers skilfully model how letters and sounds blend together to make new words using a wide range of resources. In Key Stage 2, teachers successfully build pupils' skills in writing a balanced argument in order to debate a range of issues.
- Teachers provide many opportunities for pupils to read aloud during the school day to each other or to well-trained adults. They make good use of logical reading schemes and a well stocked library to promote good progress.
- Teaching assistants make a very good contribution to learning for all pupils. Well-planned additional learning programmes for reading, writing and mathematical skills make a good contribution to the progress of those in receipt of the pupil premium.
- Teachers make good use of attractive displays of key information and pupils' work, especially their writing, to set examples for others to follow and also to celebrate success. They make good use of ICT, role-play, games and quizzes to motivate and inform pupils.
- Teachers mark work regularly and its use is sometimes exemplary, especially in literacy. However, occasionally teachers do not give clear guidance for the pupils' next steps nor to help them to improve their own work.
- Occasionally, the pupils are not challenged enough by the work set for them. This is especially the case when worksheets do not allow pupils to extend and develop their thinking further.

The behaviour and safety of pupils are good

- The school is calm, friendly and welcoming. Pupils are well behaved throughout the school. Relationships are very good. As a result, pupils work together well and take care of each other.
- Pupils often support other children in their learning and are, rightly, proud of this. Older pupils are partnered with younger ones to help them improve their reading skills and take immense pride in this.
- Pupils are punctual and their attendance is above average.
- Pupils take their responsibilities as school councillors, charity councillors and eco-warriors seriously. They listen to the views of other pupils and contribute well to improving life at the school.
- Pupils say they feel safe and their parents feel their children are cared for well. There is very little bullying and pupils know who to turn to if they have a worry. They make a good contribution to the maintenance of school rules and are sensitive to the needs of others. Pupils have a good understanding of the different forms of bullying.
- The school works well with all parents, especially those of pupils who have social, emotional or attendance concerns. They make good progress in helping pupils manage their own behaviour. Consequently, poor behaviour is rare and there have been few exclusions.
- On the few occasions when teaching is not challenging enough, a few pupils lose concentration and do not show the self-reliance to persist.

The leadership and management are good

- The headteacher provides a clear and sustained ambition for the school. This is fully shared by the staff, the governing body, pupils and parents. The senior leadership team provides the headteacher good support.
- The procedures to check and improve the quality of teaching are good. However, there have been several recent changes to leadership, which are in line with the school's priority to further improve the quality of teaching and learning. As a result, the procedures for sharing good practice are not yet fully embedded.
- Staff are held accountable for the progress pupils make and are subject to fulfilling stringent

criteria in order to achieve the next salary level.

- The procedures to analyse and measure pupils' progress are detailed and accurate. They are strategically used by staff and the governing body to set increasingly high targets for improvement, and to meet the needs of all groups of pupils in order to promote equality of opportunity.
- This good school receives appropriately 'light-touch' support from the local authority. Regular meetings to review school improvement contribute to the professional development of staff. Teachers make an increasing contribution to educational development in the area through, for example, checking the assessments of pupils' work made by other schools and acting as mentors for staff.
- A strength in the school's work is the exciting curriculum. The school makes very good use of staff's specialist skills and this is very evident in, for example, the teaching of ICT and music. Subjects are interwoven well through central themes and supported by a range of visitors and visits, including whole-school visits. The close link with a school in Zambia influences pupils' work in many areas and their understanding of those living in different circumstances.
- The school tackles any rare issues of discrimination well and this contributes to the harmony within the school community.
- **The governance of the school:**
 - The governing body is well led and organised. It is well informed through its own systematic checks on the school's work and detailed analysis of pupils' progress data. The governing body makes good use of first-hand observations, discussions with subject and other leaders to contribute to the school's view of its own performance. They appropriately decide whether teachers and staff should be rewarded with salary increases and review targets for the headteacher. The governing body ensures policies for safeguarding meet requirements and are supported by rigorous record keeping. They manage the finances well by, for example, carefully scrutinising the use made of pupil premium funding and its impact on pupils' learning.

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

Unique reference number	121307
Local authority	North Yorkshire
Inspection number	412056

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	434
Appropriate authority	The governing body
Chair	David McCue
Headteacher	Chris Knowles
Date of previous school inspection	8 October 2008
Telephone number	01723 365686
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