

# Harrogate, New Park Community Primary School

Skipton Road, Harrogate, North Yorkshire, HG1 3HF

**Inspection dates** 22–23 October 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.

- The Early Years Foundation Stage prepares children well for their future learning. As a result, they are happy, keen to learn and inquisitive about the world around them.
- Pupils of all abilities, including disabled pupils and those with special educational needs, make good progress in reading, writing and mathematics throughout the school.
- The quality of teaching is good overall. It is sometimes outstanding. Teachers make good use of teaching assistants and other adults to tailor work closely to pupils' individual needs and improve their self-critical and other learning skills.
- Pupils behave well and feel safe. Their health and emotional well-being are strongly promoted through many opportunities to take responsibilities and to participate in sporting and cultural activities such as dance, choirs and electric guitar groups.
- The headteacher and deputy headteacher provide clear and rigorous leadership which is driving the school forwards. They are supported well by effective subject leaders and a knowledgeable governing body.
- As a result, pupils' achievement and the quality of teaching have improved well since the previous inspection.

### It is not yet an outstanding school because

- Occasionally, teachers do not fully challenge all pupils throughout the lesson, particularly the most able.
- Sometimes teachers do not check on all pupils' progress often enough during lessons to make certain they are doing their best.
- Teachers do not consistently develop pupils' effective use of an accurate mathematical vocabulary.

## Information about this inspection

- The inspector observed eight lessons including three joint observations with the headteacher. The inspector also made a number of shorter visits to classrooms.
- Discussions were held with a group of pupils, the Chair of the Governing Body and other governors, a representative of the local authority and members of staff including senior leaders and other leaders with particular responsibilities. The inspector also heard pupils read.
- The inspector took account of 41 responses to the online questionnaire (Parent View), discussions with several parents and the outcomes from the school's consultations.
- The inspector observed the school's work and looked at a range of documents, including information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding, and documentation and records relating to pupils' behaviour and safety.

## Inspection team

Andrew Clark, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for free school meals and receive the pupil premium has increased since the last inspection and is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, for children who are looked after by the local authority, and pupils whose parents are serving in the armed forces.
- The majority of pupils are from White British families. There is an increasing proportion of pupils from minority ethnic families and from Eastern Europe.
- The proportion of pupils who speak English as an additional language is broadly average.
- The proportion of pupils supported by school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- A significant number of pupils join the school in different year groups other than the Nursery or Reception classes.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There is a privately managed nursery school on the premises. This is subject to a separate inspection.
- The headteacher and deputy headteacher joined the school in 2012 after the last inspection. This follows a significant period of temporary and part-time leadership.

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

- Further improve pupils' achievement through increasing the proportion of outstanding teaching by:
  - ensuring the work set for pupils, particularly the most able, always challenges them to make the best progress they can
  - regularly checking pupils' progress during the lesson in order to make sure they are working as effectively as they can
  - improving pupils' understanding and use of an accurate and appropriate mathematical vocabulary.

## Inspection judgements

### The achievement of pupils

is good

- Children start the Early Years Foundation Stage with skills and understanding generally below those typical for their age. They make increasingly good and better progress through the Early Years Foundation Stage in all areas of learning, especially their personal, social and communication and early reading, writing and number skills. They are increasingly inquisitive and learn to share and work together well.
- Pupils of all abilities achieve well in reading, writing and mathematics throughout school. Standards are average overall. They are above average for reading.
- The results of national tests and assessments for Year 6 dropped in 2012 to below average. This was largely the outcome of particular staffing issues which have since been addressed. The results for 2013 show significant improvement when compared with the 2012 national averages. The work of the current Year 5 and 6 pupils shows a trend of further improvement.
- Pupils known to be eligible for free school meals and supported by pupil premium funding make at least good progress. The majority of these pupils work at levels which are similar to the national average by Year 6.
- Disabled pupils and those supported at school action and school action plus who have special educational needs progress well. They often acquire effective reading and writing skills which enable them to tackle a wide range of subjects because the support they receive is carefully tailored to their needs.
- The few pupils with English as an additional language also make similar progress to their peers. The focus on basic skills and the opportunities to apply them contribute to their successful achievement.
- Most-able pupils largely make good progress because teachers set precise targets for them to achieve and generally promote independent learning and critical skills well. However, occasionally, they are not encouraged to think deeply enough and use all the skills they have learned.
- The effective promotion of equality of opportunity is reflected in the good progress made by the many different groups of pupils represented through school, including those from Eastern Europe.
- Throughout the school pupils read with fluency and enjoyment. Pupils in Key Stage 1 tackle new and unfamiliar words well because they have an increasingly good understanding of letters and their sounds to help them. This is reflected in increasingly above average results in national assessments for these skills. By Year 6, pupils' love of reading is evident in their knowledge of the work of different authors and their skill in inferring the meaning in increasingly complex texts.
- Pupils increasingly write at length with fluid handwriting in a wide range of subjects, such as history and science. Their punctuation and spelling is accurate and they often take pride in selecting interesting words and phrases. For example, pupils in Year 4 review and improve their mystery stories through well-chosen adverbs, prepositions and adjectival phrases. The pupils' understanding and use of a correct vocabulary for literacy contribute to good learning in reading and writing.
- Pupils' progress is increasingly good in mathematics because their mental recall and calculation skills are developing. They are encouraged to reason and solve problems. However, pupils' mathematical vocabulary is less well developed and inhibits their full progress.
- Although pupils' achievement is good overall, they 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 if achievement looks like it might fall below this standard.
- Overall, teachers make good use of accurate measures of pupils' progress to set precise targets to challenge and interest all groups of pupils. This is a good improvement since the last inspection.
- Reading and writing skills are taught well through direct and sharply focused lessons with a strong concentration on basic skills. For example, Key Stage 1 teachers skilfully model how letters are written and how sounds blend together to make new words using a wide range of resources. Teachers provide many opportunities for pupils of all ages to read aloud to adults and older pupils. They make good use of systematic reading schemes and a well-stocked library to promote good progress.
- In the very best lessons, teachers set an exciting pace of learning where pupils move rapidly to the next stage. They ensure that all pupils are fully involved throughout the lesson in work which both challenges and fascinates them. Teachers and teaching assistants work closely together to reinforce and model new ideas, and make exciting use of role play, drama and real-life situations. In the Early Years Foundation Stage and Year 1, children made excellent progress in learning about the changes in autumn through making 'transient art' of skeletons and scarecrows from leaves, branches and other natural objects.
- Teachers make good use of attractive displays of key information and pupils' work as points of reference for further learning in literacy and numeracy. They also often use information and communication technology well to motivate and inform pupils.
- Teaching assistants and other adults, including students and volunteers, are deployed well to support all pupils. They are particularly skilful in encouraging disabled pupils and those with a special educational need to be increasingly independent in their learning.
- Staff make good use of a wide range of homework activities to both improve pupils' basic skills such as reading and to give them exciting opportunities to apply them through topic research and investigations. There has been an increase in parents' involvement in their children's learning since the last inspection.
- Occasionally, some pupils, especially the most able, are not challenged enough by the work set for them throughout the lesson. For example, sometimes they are given too much guidance by the teacher or given worksheets, which do not allow them to express their ideas or produce enough written or mathematical work of their own.
- Sometimes, particularly when the teacher is working closely with a group of pupils, they do not check regularly on the progress all pupils are making to ensure they are achieving the best that they can.
- Teachers do not always ensure that pupils consistently acquire and use an accurate mathematical vocabulary in their work and give them opportunities to use them in their recorded work. Very occasionally, teachers confuse pupils by using several different words to describe the same mathematical concept, such as 'units', 'ones' and 'digits' in place value, when pupils are at an early stage of learning them.

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

- Pupils behave well and take good care of each other. The roles of playground leaders, eco-councillors and other members of the leadership group contribute to pupils' good behaviour and the welcoming school environment. Pupils are punctual and attendance is average.
- The staff's consistent and thorough promotion of the school's 'Values', which are vividly displayed in the entrance way, also contribute to pupils' positive attitudes and behaviour. As one pupil said, reflecting the views of others, 'when you understand words like "resilient" it's easier to behave that way.'
- Pupils say they feel safe because they are well cared for by teachers and other adults. They say that bullying seldom happens and school records confirm this. They have a good understanding of different types of bullying including internet safety. If bullying takes place, pupils are

confident it will be quickly dealt with by staff.

- Adults establish good relationships with pupils who find managing their own behaviour difficult. The learning mentor and support staff provide effective strategies for improving their behaviour and emotional well-being. As a result, incidents of poor behaviour, including racial incidents, are rare and there have been no recent exclusions.
- Pupils enjoy school. They have positive attitudes to work and want to do well. They are keen to answer questions and offer their opinions. Parents and staff express very positive views on their children's behaviour and the good relationships throughout the school.
- Pupils' behaviour is not outstanding because, very occasionally, they do not show enthusiasm and passion for their learning, especially when the teaching is not challenging enough.

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

- The headteacher's clear vision and drive for high achievement is fully shared by all staff, governing body and parents. Following a significant period of temporary and part-time leadership there is continuous and effective pursuit of high standards. Rigorous assessment systems now underpin a developing quality of teaching and learning and support the systematic role of senior leaders and the governing body in all aspects of school improvement.
- The headteacher, deputy headteacher and other senior staff provide high quality role models to their colleagues and are skilled in assessing the quality of teaching and setting challenging targets for teachers.
- Teamwork is a strength of the school and subject leadership is more effective than at the last inspection. The school is clear about the next steps to take to improve teaching further, although some staff are new to their leadership roles and have not yet had a full impact on their areas of responsibility.
- The school receives appropriate, but challenging, support from the local authority and an independent consultant. Good partnerships with other schools and opportunities to share the best practice contribute to staff's professional development and good leadership.
- Staff are held accountable for the progress their pupils make and have to meet stringent criteria in order to achieve the next salary level.
- A strong factor in improving learning is the development of the curriculum. Teachers share their expertise and interests through teaching different subjects across the school. Pupils enjoy this experience and feel it prepares them well for the next stage of education. Initiatives to provide intensive support for pupils whose progress in reading, writing or mathematics work falls below expected levels, whatever their starting points, are helping to further improve standards.
- There are many sporting, artistic and musical events in which pupils participate and there is a clear policy for effective use of the new Primary School Sport funding to broaden these experiences. Pupils' spiritual, moral, social and cultural development is promoted well. For example, through the school's 'Values' policy and good links with local churches and other places of worship.
- The school works closely with parents and keeps them well informed through regular open days, the school's website and several training opportunities on parenting, literacy and numeracy skills.
- The school tackles rare issues of discrimination well and promotes equality of opportunity.
- Policies for safeguarding meet requirements and are supported by rigorous record keeping.
- **The governance of the school:**
  - The governing body is well informed through detailed headteacher's reports, its own systematic checks on the school's work and detailed analysis of pupils' progress. This is a good improvement from the last inspection. It is led and managed well. Members of the governing body take good advantage of training opportunities. They make good use of first-hand observations from regular visits to school in, for example, mathematics and special educational needs, discussions with subject and other leaders, and their thorough understanding of pupils' achievement, to contribute to the school's self-evaluation. They appropriately decide whether

teachers and staff should be rewarded with salary increases and review targets for the headteacher. They manage the finances well by, for example, carefully scrutinising the use made of pupil premium funding, and the role of teaching assistants and their impact on learning. Governors have participated in framing the policy for the use of the new Primary School Sport funding, the deployment of which has been too recent to evaluate its impact.

## 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>	121396
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	425834

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	126
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Wing Commander M Bottomley
<b>Headteacher</b>	Mr A Tomlinson
<b>Date of previous school inspection</b>	13 December 2011
<b>Telephone number</b>	01423 503011
<b>Fax number</b>	Not applicable
<b>Email address</b>	admin@newpark.n-yorks.sch.uk

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