

# Inspection of a good school: New Park Primary Academy

Skipton Road, Harrogate, North Yorkshire HG1 3HF

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Inspection dates:

6 and 7 February 2024

## Outcome

New Park Primary Academy continues to be a good school.

The headteacher of this school is Sasha Bune. This school is part of Northern Star Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jenn Plews, and overseen by a board of trustees, chaired by Helen Flynn.

## What is it like to attend this school?

This is a welcoming and friendly school. A significant number of pupils join the school at different points in the school year. The school helps pupils new to the school get the support they need from the moment they start. Pupils settle quickly into the life of the school. Pupil buddies help those who are new to learn the school's routines. They enjoy making friends.

Most pupils behave well around school and in classrooms. They know what is expected of them by following the 'New Park Principles'. Pupils feel safe in school. They know that adults will help them if they are worried about something. Pupils benefit from the school's high expectations and nurturing ethos. Most pupils achieve well, including those with special educational needs and/or disabilities (SEND). Parents and carers value the school's approach to involving them in their child's education. This helps to create a positive learning culture.

Leadership roles, such as school councillors, enable pupils to contribute towards the further development of the school. The school is in the process of redesigning the school grounds. This has provided pupils with opportunities to learn skills in leadership and team work through projects to enhance the school environment.

## What does the school do well and what does it need to do better?

The school has developed an ambitious curriculum for all pupils. In most subjects, the knowledge and skills that pupils must learn are clearly mapped out. The school has carefully considered how pupils' learning builds up overtime. This ensures that pupils do not miss out on important learning opportunities.

Pupils with SEND complete work that matches the ambition of the school's curriculum. The school ensures that teachers and support staff have a clear understanding of the steps required to support individual pupils' learning. Teachers make appropriate adaptations to their teaching, such as the use of visual aids and vocabulary prompts. Such approaches help pupils with SEND to access the intended curriculum.

In early years, adults build positive relationships with children. The early years curriculum identifies the knowledge, skills and behaviours that children need to learn. Adults promote children's language development well by asking pertinent questions and prompting discussion. Children enjoy exploring language through listening to stories and singing songs. They benefit from regular opportunities to build their confidence in early mathematics. During the inspection, children in Nursery played with skittles as part of learning to count and recognise numbers to five. The indoor and outside spaces provide children with purposeful ways to explore and develop their learning. Adults support children well to help them to become confident and independent.

In recent years, the school has prioritised the teaching of phonics. Adults demonstrate strong subject knowledge. They confidently teach pupils the knowledge and skills required to read words with accuracy. The school regularly checks that gaps in pupils' knowledge are quickly addressed. Pupils read books that match their phonics knowledge. On occasions, strategies do not enable younger pupils to develop fluency in their reading as quickly as they could. Pupils read a variety of books by different authors. The school's curriculum enables pupils to develop the skills to read and discuss increasingly complex texts. Most pupils develop a love of reading. The school does not consistently review older pupils' choice of books or guide them towards books that match their stage of reading.

Following a review of the curriculum, the school has implemented a new music curriculum. This enables pupils to develop their knowledge and skills in composing, listening and performing. The school recognises that, at this early stage of implementation, further consideration needs to be given to address previous gaps in pupils' knowledge. In some subjects, the knowledge and skills that pupils must learn is not broken down as well as it is in others. Where this is the case, pupils do not learn as deeply as they could.

The school's personal, social and health education curriculum teaches pupils how to stay safe, including online. Pupils know, for example, that it is important to tell a trusted adult if they receive a text message from someone that they do not know. Visits to places in the community, as well as visitors to school, develop pupils' knowledge of the area in which they live. Pupils who are part of the 'next generation board' work with pupils from other schools within the trust to help to improve the environment.

Leaders, and those with responsibility for governance, have managed the recent transition to new leadership well. New and established leaders are enthusiastic about their roles. They are provided with appropriate opportunities to develop their skills. Leaders consider the impact of their decisions on staff workload and well-being. Staff morale is high.

## Safeguarding

The arrangements for safeguarding are effective.

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

#### (Information for the school and appropriate authority)

- In some parts of the curriculum, the knowledge and skills that pupils must learn is not broken as well as it is in others. Where this is the case, it is not clear what pupils must learn across a series of lessons and learning is less effective. The school should ensure that the curriculum clearly identifies the important knowledge and skills that pupils must learn consistently well across all subjects.
- Some of the strategies used to help pupils to learn to read are less well developed than others. For example, strategies do not enable some younger pupils to develop fluency in their reading as well as they could. In key stage 2, pupils are not guided towards books that match their stage of reading. The school should continue to refine aspects of its reading curriculum so that pupils get the most out of their reading experiences.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in September 2018.

### How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	142497
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10297429
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	198
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Helen Flynn
<b>CEO of the trust</b>	Jenn Plews
<b>Headteacher</b>	Sasha Bune
<b>Website</b>	<a href="http://www.newparkacademy.co.uk">www.newparkacademy.co.uk</a>
<b>Dates of previous inspection</b>	12 and 13 September 2018

## Information about this school

- The headteacher started in post in September 2023.
- The school does not use any alternative provision.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector spoke to the headteacher and assistant headteacher about their actions to develop the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and music. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and

looked at samples of pupils' work. The inspector also reviewed the curriculum plans and spoke to curriculum leaders of physical education and science.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector held separate meetings with the CEO, chair of the board of trustees and representatives from the school's local governing board.
- The inspector reviewed responses to Ofsted's questionnaire, Parent View, and spoke to parents at the end of the school day. The inspector also reviewed responses to Ofsted's staff and pupil questionnaires.

### **Inspection team**

Matthew Harrington, lead inspector

His Majesty's Inspector

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