

Inspection of New York Primary School

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

Inspection dates: 8 and 9 May 2024 and 17 July 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2013.

What is it like to attend this school?

Pupils attend a school where excellence is standard. They love coming to school and are hugely proud to be 'New Yorkers'. They embody the school's PROUD words, including respect, determination and empathy. Pupils are happy and safe. The team of highly trained and committed staff take extremely good care of pupils.

Adults' high expectations of pupils are realised. From the youngest to the oldest, pupils achieve exceptionally well academically. The school accurately identifies and meets the needs of pupils with special educational needs and/or disabilities (SEND) extremely well.

Pupils are respectful to each other. They have a well-developed sense of tolerance and equality. They have highly positive attitudes to their learning. This means that lessons proceed without disruption. The school is a friendly environment in which pupils flourish.

Parents and carers feel part of the school 'family'. They are overwhelmingly positive about the school. They appreciate the support that the school offers to pupils and families. One parent summarised the thoughts of many others by saying, 'The school has a great community spirit and provides a healthy and safe environment for children to learn and grow.'

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

Over time, leaders, including governors, have realised a strong, shared vision that is woven through all that the school does. Pupils receive a top-class education. Staff are truly valued and are supported by school leaders to hone and refine their practice to become experts in all that they do. The school's mantra of, 'come as you are, leave at your best' applies to all.

Pupils study a rich and ambitious curriculum. The school has tailored the curriculum to the local area and its heritage. Pupils' high-quality work and their ability to recall prior learning, highlight the positive impact of teaching. Teachers explain things clearly. They spot any misunderstandings quickly. Pupils have many opportunities to consolidate and build on what they already know. This helps them to understand new, more complex concepts well. In mathematics, for example, older pupils calculate tricky problems with accuracy. This is because they have securely learned the strategies and vocabulary needed to do so when they were younger. Pupils make links in learning across the wider curriculum. They apply their knowledge effectively. Disadvantaged pupils and pupils with SEND receive the teaching and support that they need to achieve extremely well.

In the early years, children learn an exceptional curriculum. Staff expertly meet children's different developmental needs. The curriculum builds children's knowledge very effectively. Children achieve well by the time they leave Reception. Well-trained staff support children to build confidence, resilience and independence. Staff's clear

focus on communication and language has a noticeable impact on children's ability to communicate effectively. Children use ambitious vocabulary in their play. For example, children in Reception talk about planets and stars linked to recent learning when completing art activities inspired by their work on Kandinsky.

The school's reading curriculum is highly ambitious. Staff have the expertise required to teach reading very effectively. Pupils develop into fluent and confident readers. Those at the early stages of reading develop secure phonics knowledge. Consistent teaching of a well-established phonics programme means that pupils achieve well. This includes pupils with SEND, who benefit from precise guidance. Pupils with gaps in their phonics knowledge get effective support to make swift progress.

Pupils are polite and courteous. Lessons are captivating and hold their interest well. As a result, there is a calm and orderly environment in classrooms. Pupils strive to meet the school's high expectations for behaviour and conduct. They show empathy and understanding for the few pupils who might struggle to do so. Leaders understand the reasons for pupils' absence. They take appropriate action to reduce absence and support families where necessary.

Pupils learn a thoughtfully planned personal, social and health education curriculum. This helps prepare them for life in modern Britain. Pupils learn about the protected characteristics and what these mean in law. They learn why it is important to respect difference and treat others fairly. The school promotes pupils' personal development through extensive opportunities that are available to all. Pupils are proud to have leadership roles within the school. These include curriculum leaders, kindness ambassadors, sports leaders and school councillors. Pupils know the difference that their roles make in school and in the wider community. The school council, for example, lobbied for additional pegs in cloakroom areas to keep these areas clear and safe. Eco-club members organised a litter pick in the local area.

Safeguarding

The arrangements for safeguarding are effective.

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

Unique reference number	108607
Local authority	North Tyneside
Inspection number	10322961
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	393
Appropriate authority	The governing body
Chair of governing body	Joanna Lyons
Headteacher	Jill Shaw MBE
Website	newyorkprimaryschool.org
Dates of previous inspection	15 and 16 May 2013 under section 5 of the Education Act 2005

Information about this school

- The headteacher has been appointed since the previous inspection.
- Almost one-third of staff who responded to the staff survey were not working at the school at the time of the last inspection.
- The school has opened provision for two-year-olds since the previous inspection.
- The school uses one registered alternative provider.
- A breakfast club operates on site under the management of the governing body.

Information about this inspection

Inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspection started on 8 May 2024. An inspector returned on 17 July 2024 to gather additional evidence in line with Ofsted inspections and visits: [Deferring, pausing and gathering additional evidence](#) policy.
- The inspectors met with the headteacher, other school leaders, school staff, some parents, representatives of the governing body and the school development partner.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, history and geography. For each deep dive, the inspectors 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.
- An inspector listened to pupils from Years 1, 2, 3 and 4 reading to a familiar adult.
- An inspector also met with leaders and discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: 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 inspectors considered the responses to the online survey, Ofsted Parent View, including the free-text comments.
- The inspectors considered the responses to the online staff survey, including the free-text comments.

Inspection team

Richard Beadnall	His Majesty's Inspector
Lianne Dixon	Ofsted Inspector
Joanne Shaw	Ofsted Inspector
Nathan Lowe, lead inspector	His Majesty's Inspector

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