



Newbald Primary School

Inspection Report

Unique Reference Number 117859
LEA East Riding of Yorkshire
Inspection number 280168
Inspection dates 7 February 2006 to 8 February 2006
Reporting inspector Mr Alastair Younger

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Beverley Road
School category	Community		North Newbald
Age range of pupils	3 to 11		York, East Yorkshire
Gender of pupils	Mixed	Telephone number	01430 827612
Number on roll	68	Fax number	01430 827067
Appropriate authority	The governing body	Chair of governors	Mrs Francine Holmes
Date of previous inspection	1 May 2000	Headteacher	Mr Steve Cattle

Age group 3 to 11	Inspection dates 7 February 2006 - 8 February 2006	Inspection number 280168
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an additional inspector.

Description of the school

This is a small, rural primary school with 68 pupils. Eleven are in the Foundation Stage. The school has a falling roll. Pupils come from a wide range of family backgrounds and attainment on entry is broadly average. Nearly all pupils are white and British. Seven have learning difficulties and/or difficulties but none have statements of special educational need. No pupils are looked after by the local authority. Small numbers of pupils in each year group mean that the performance of one or two pupils dramatically affects overall results in tests.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school is satisfactory. It is over optimistic in judging itself to be a good school, being sustained by significant improvements over the past year, but not fully acknowledging underlying weaknesses. Achievement is satisfactory but varies between groups of different age and ability. Children get off to a good start in the Foundation Stage. They make good progress in all areas of learning because they are well taught in a stimulating environment. This good progress continues in Key Stage 1, but slows to satisfactory in Key Stage 2 because teaching is not as strong and pupils are not working as hard as they could. Leadership and management are satisfactory overall but the falling roll has contributed to a growing debt. Managers hope to redress this situation by attracting more pupils, but this alone will not be enough and alternatives have not been sufficiently well considered. This undermines prospects for improvement at a time when developments in the Foundation Stage and Key Stage 1 give so many grounds for optimism. Parents are satisfied with the work of the school. Pupils feel happy, safe and cared for, and their enjoyment of school is evident in their good attendance. The school has the capacity to improve further and is giving satisfactory value for money.

not applicable

What the school should do to improve further

- Stabilise the budget to ensure that the future prospects of pupils are not hindered by the need to pay off debt incurred by previous generations.
- Raise standards in Key Stage 2 by improving teaching and lifting the expectation on pupils to work harder.

Achievement and standards

Grade: 3

Achievement and standards are satisfactory overall. From their good start in the Foundation Stage, pupils continue to thrive in Key Stage 1. They are particularly well taught and expectations are high. Test results from last year are not a true reflection of current standards, as a new class teacher took over midway through the year. Results showed that, on average, pupils attained a higher standard than the year before, especially in reading. The current work of pupils is of a good standard. Records show they are all making good progress and this was clearly evident in lessons during the inspection. Progress in Key Stage 2 is satisfactory. Last year's test results for Year 6 pupils showed that they attained the level that had been predicted of them, which was slightly above the national average. This was a considerable improvement on the previous year, when results were much lower than expected, the worst for several years and well below the national average. Targets for Year 6 pupils this year are lower than last year but are a fair reflection of their previous attainment. However, teachers are expressing concern that pupils are not working quickly enough and are not meeting enough of their learning objectives, especially in mathematics. The lessons seen support

the view that progress is satisfactory; teachers should have higher expectations, and pupils could work harder to achieve more.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being are satisfactory. Their spiritual, moral, social and cultural development is satisfactory, as is their preparation for future economic well-being. The school has a settled atmosphere. Pupils are happy and enjoy their education. This is reflected in above average attendance and is supported by the views of parents. Occasionally, older pupils do not work as hard as they could. Pupils are sensible and show awareness of others. This helps to promote safety and reduces the frequency of accidents. Good attention is paid to helping pupils to stay safe out of school, for instance through learning about road safety. A good emphasis on promoting healthy lifestyles also contributes by helping pupils to avoid bad habits. Pupils are energetic and wholeheartedly join in with physical activities, but the lack of a school hall restricts opportunities when the weather is bad or nights draw in. Behaviour is satisfactory. Serious incidents are rare but have caused parents concern in the past. Bullying is very rare and there is no evidence of racism. Pupils contribute satisfactorily to the community through environmental projects and regular fundraising activities.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory. Some excellent teaching was seen in the Key Stage 1 classroom, where outstanding organisation and preparation led to a careful grouping of pupils that enabled work to be carefully tailored to different needs. Teaching at Key Stage 1 made abundantly clear to pupils what they are expected to achieve in lessons. The great variety in activities keeps pupils interested and keen to learn. A close watch is kept on the time being spent on activities. This brings urgency to lessons and ensures that a good balance is maintained between revising old work and promoting new learning. In the Key Stage 2 classes there appears to be less urgency. Symptomatic of this is the fact that teachers have recently commented that pupils are working too slowly in mathematics. A tendency not to recognise the different speeds at which individuals learn sometimes limits their opportunities to achieve well. Occasionally, higher attaining pupils are not sufficiently challenged or allowed to work more independently. Marking pupils' work is an area that has seen good developments. A consistent system throughout the school makes pupils increasingly aware of the mistakes they are making and how they can improve their work. The display of pupils' work contributes well to creating a stimulating learning environment and encourages pupils to take care with their work.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It includes all the subjects that primary schools are expected to teach. Literacy and numeracy feature strongly. Information and communication technology (ICT) is taught as a separate subject in Key Stage 2 and computers are well used to support learning in other subjects. Sufficient time is given to other subjects but, because there is no formal check of this and some subjects are timetabled together, it is possible for imbalances to creep in. All classes combine two year groups. Work is planned to prevent undue repetition. A satisfactory range of visits and visitors enriches the curriculum. On residential trips, in preparation for their future economic well-being, pupils assume responsibility for budgeting their spending for the week.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Most parents express satisfaction with the school's procedures for looking after their children. Staff have a good awareness of their responsibility to keep pupils safe and healthy. Child protection procedures have recently been reviewed and improved. Potential risks in most activities are considered and the process is currently being extended to make it comprehensive. Procedures to encourage attendance work well. Serious misbehaviour is rare, but the school does not follow best practice in recording incidents in a way that is useful for monitoring and improving behaviour. Good attention is given to identifying pupils' additional needs but teachers' planning does not always reflect how work will be varied for them. Pupils are listened to and a school council has been formed this term to add weight to their views. When necessary, visitors from other support agencies are brought in to contribute to pupils' well-being.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Renewed vigour in management at all levels and the provision of more management time for the headteacher have contributed to good recent improvements. Morale is improving and staff share a combined optimism that a corner has been turned. The new mathematics coordinator sets an excellent example in her monitoring and evaluation of learning. However, the school is slipping into debt. This is projected to grow alarmingly. Managers, including governors, have not acted urgently enough to address the problem, which can almost certainly only be solved by a reduction in staffing. There are insufficient funds to provide the required books for Foundation Stage pupils, or to upgrade security systems. This impacts directly on pupils' progress and care. The monitoring of teaching is satisfactory. It would be better if it were more focused, for instance on increasing the pace of learning in Key Stage 2. Self-evaluation is satisfactory but not always accurate. It demonstrates that management recognises strengths and weaknesses, but it is over optimistic in that it

tends to focus on the good improvements made recently, rather than on the distance it has to go to catch up with good, and better, schools.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Alexandra House

33 Kingsway

London

WC2B 6SE

T 0207 421 6800

F 0207 421 6707

Ofsted helpline

08456 404045

Newbald Primary School

Beverley Road

North Newbald

York

East Yorkshire

YO43 4SQ

9 February 2006

Dear Pupils

I popped in the other day to see how you were getting on. I was lucky enough to have a chat with a few of you and it was good to hear that you enjoy school. In lessons you seemed interested and had no problems explaining your work to me. That's a good sign. You're very friendly and I'd especially like to thank the youngest children for sharing their refrigerator cake with me. I couldn't eat it all, so 'well done' to the lad who offered to help me out.

Your school is OK, but is that enough? I saw a lot of good things but also some that could be better. Those of you who are just starting out in school get a good deal. Learning seems fun, especially in the outdoor area. It must be special; I couldn't believe how you chose to go out there in the freezing cold instead of staying snug in the classroom. Do you Year 1 and 2 pupils realise how good your teacher is? Look after her and you won't go far wrong. I made a note about a lesson I saw; it ended, 'If this is the future, it's uplifting'. I was writing about you as well as your teacher. You older pupils in Years 3, 4, 5 and 6 are lovely people, but I'm not convinced you're working as hard as you could. You get by, but a little more effort would go a long way and I'm asking your teachers to push you a bit harder. We all want this school to be a good one as well as a nice one.

Did you know that schools cost money? Believe me, they do and yours hasn't got enough of it. That worries me and I've asked the headteacher and governors to try and sort it out.

Thanks for putting up with me for two days. All the best and good luck for the future.

Yours faithfully

Alastair Younger

Lead inspector