



# Harrogate, New Park Community Primary School

Inspection Report

Better  
education  
and care

**Unique Reference Number** 121396  
**LEA** North Yorkshire  
**Inspection number** 281006  
**Inspection dates** 15 March 2006 to 16 March 2006  
**Reporting inspector** Mr Frank Ravey CfBT Lead Inspector

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

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<b>Type of school</b>	Primary	<b>School address</b>	Skipton Road
<b>School category</b>	Community		Harrogate
<b>Age range of pupils</b>	4 to 11		North Yorkshire HG1 3HF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01423 503011
<b>Number on roll</b>	234	<b>Fax number</b>	01423 529094
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Wing Commander M Bottomley
<b>Date of previous inspection</b>	3 July 2000	<b>Headteacher</b>	Mr R Prydderch

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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

This school is near the centre of Harrogate in North Yorkshire. It is of broadly average size, although numbers attending have fallen recently in line with a fall in the local population. The vast majority of pupils are of white British origin. Very few pupils have a first language other than English. The percentage of pupils entitled to free school meals is below average. The percentage who have learning difficulties and/or disabilities is above average, as is the number of pupils who have statements of special educational need. The school houses resourced provision for up to ten pupils with significant levels of special educational need. The school's population is more transient than most, with a significant minority of pupils coming from a nearby army camp.

## **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 judges its overall performance to be satisfactory. Inspectors agree and report that it provides satisfactory value for money. The school has some considerable strengths, for example in the Foundation Stage, in provision for pupils with learning difficulties and/or disabilities and in the quality of pupils' personal development and well-being. Children in the Foundation Stage make good progress owing to the good quality provision they receive. By the time they start Year 1 standards are broadly average. Thereafter, standards remain broadly average at Years 2 and 6. This represents satisfactory progress overall from Years 1 to 6. However, whilst some teaching is good, some is not strong enough to turn this satisfactory progress into good for most pupils. Exceptions are those pupils who have learning difficulties and/or disabilities and those at the early stages of learning English as an additional language. They make good progress because they are given work that helps them achieve well and because they receive good extra support in lessons. The school's senior managers recognise that systems for checking pupils' performance have until very recently been insufficient to provide the information teachers need to help them stretch pupils' learning. This weakness in checking data contributed to the significant drop in Year 6 test results in 2005. The school recognised this. The work of its new strategic leadership team is improving the use of performance data and is having a positive impact upon pupils' progress, although more still needs to be done in this area. The recent improvement in progress, together with satisfactory improvement since the last inspection, indicates that the school has the capacity to improve further.

### What the school should do to improve further

Raise standards further in English and mathematics in Years 1 to 6 and improve pupils' progress by:

- improving the quality of teaching in those lessons where it does not provide sufficient stimulus for pupils to learn as well as they should, and sustaining this improvement through rigorous and regular monitoring
- continuing to improve systems for checking pupils' progress so that teachers receive accurate timely information that will help them plan appropriate work for all pupils
- ensuring that all teachers have the skills they need to interpret and use to best effect the information they receive about pupils' progress.

## Achievement and standards

### Grade: 3

Pupils start the Foundation Stage with below average standards. They make good progress and start Year 1 with broadly average standards. Throughout Years 1 to 6, progress continues to be satisfactory for most pupils so that by the time they finish Year 6, standards remain broadly average. Pupils with learning difficulties and/or disabilities do better than most other groups throughout Years 1 to 6, making good progress, helped by well planned work and good quality support in lessons. The very

few pupils at the early stages of learning English as an additional language receive good individual programmes of work and, as a result, they make good and sometimes outstanding progress. In 2005, standards in Year 6 were much lower than usual and pupils did not achieve well enough. The school recognises that it failed to act quickly enough on earlier issues affecting progress for the 2005 Year 6 group of pupils and that these pupils never 'caught up' to reach the standards they should have achieved. Improvements in the school's systems for checking progress mean that things have improved this year, although progress could still be better for many pupils. Having failed to meet most of its targets for Year 6 pupils in 2005, the school is better placed to achieve them this year.

## **Personal development and well-being**

### **Grade: 2**

Pupils say that they are happy at school. During a recent survey undertaken by the school about pupils' views, one said, 'I would not change anything because it is the best school in the world'. Pupils behave well in classrooms and around the school. They are friendly and polite. Attendance overall is above the national average, although the level of unauthorised absence is quite high, owing to particular issues with a small section of the school's intake.

Pupils' spiritual, moral, social and cultural development is good. An excellent example of the positive promotion of cultural development was seen in a Year 3 art lesson in which pupils produced some stunning Indian cloth patterns based on a paisley design. A wide range of extracurricular activities and clubs help pupils develop a practical understanding of the importance of healthy lifestyles. Members of the school council take their responsibilities seriously and talk with enthusiasm about new playground games they have helped to develop. Awareness of community is promoted well through charitable donations. Pupils' personal development is enhanced by undertaking various tasks around the school. A high percentage of parental questionnaire returns indicate strong support for the very positive impact the school has on their children's personal development and self-esteem.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall. It is good for pupils in the Foundation Stage and for those with learning difficulties and/or disabilities. It is satisfactory in Years 1 to 6. Past weaknesses in systems for checking pupils' progress have led to slower progress, although improvements now give teachers better information to tailor work more closely to pupils' needs. Some teaching in Years 1 to 6 does not succeed in firing pupils' enthusiasm for learning English and mathematics. On these occasions, pupils lose concentration, are slow to respond to questions and learn more slowly than they should. In lessons where pupils are more actively involved

in learning, including those in the Foundation Stage, a sense of urgency and enthusiasm is created and pupils make good progress. Pupils with learning difficulties and/or disabilities do well because of good assessments of their needs and good support to help them reach the targets set for them. Throughout the school, teachers and support staff relate well to pupils, creating a good climate for learning. The school has recently introduced procedures to help pupils check their work and improve it. At present, these procedures are settling down satisfactorily and are beginning to have a positive impact upon pupils' learning. Recent improvements in marking are also proving useful in helping pupils improve their work.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory overall and meets statutory requirements. The Foundation Stage curriculum is good, enabling staff to develop pupils' skills through a variety of stimulating, 'hands-on' activities. The school has recognised that its arrangements for grouping pupils for English and mathematics lessons in Years 3 to 6 were not getting the best out of them. As a result, it has reverted to usual class groupings. Initial evaluations show that this is starting to have a good impact upon learning. Provision for pupils with learning difficulties and/or disabilities is very well organised, enabling lessons to run smoothly and effectively. The school is at an early stage of reorganising its approach to the curriculum to link up subjects through planned themes. Pupils report that they like this approach. They also say how much they enjoy the good range of activities provided for them outside lessons and the interesting visits and visitors that add a great deal to the curriculum. Football practise seen in both halls during the inspection gave evidence of the school's commitment to enriching the curriculum and of its commitment to equality of opportunity for boys and girls.

## **Care, guidance and support**

### **Grade: 3**

The quality of care, support and guidance is satisfactory rather than good, as the school judges. This is because, although a good standard of care is provided for pupils, the quality of academic support and guidance is only satisfactory. The school admits a wide range of pupils, some of whom have very complex needs and low levels of self-esteem, and it manages to care equally well for all of them. It takes appropriate steps to safeguard its pupils, including making proper checks on newly appointed staff. Pupils are aware of and understand the short-term targets for improvement that they are set. However, the system of target setting has only recently been introduced and has not had time to impact fully on the standards pupils achieve. Weaknesses in the school's systems for checking pupils' performance, now being addressed, also limit progress. An exception to this is in the good guidance given to pupils with learning difficulties and/or disabilities, who achieve well as a result.

## Leadership and management

### Grade: 3

The school's leadership has been successful in developing a community in which all pupils are equally valued and in which their well-being is paramount. This is certainly a happy school; one in which vulnerable pupils, in particular, flourish. The headteacher personifies these strengths. However, whilst the school has a reasonably accurate overall view of its performance, until recently, it has not had a sharp and detailed enough view of this to enable it to take the action required to boost satisfactory pupil performance to good. A significant factor in this has been weaknesses in the analysis of test data. A new strategic leadership team, whose members are working together closely to check pupils' performance much more regularly, is now rectifying this. As a result, teachers are now receiving detailed information to guide their lesson planning. These improvements mean that the quality of the school's self-evaluation is satisfactory and improving rapidly. The school seeks the views of parents and pupils on a regular basis and parents very largely believe it takes account of their views. Parents are very supportive of the school's work.

Governors are actively involved in the school's work. They provide sound advice and support for the school's leadership and some play an active part in the day-to-day life of the school. However, until recently governors have not been sufficiently involved in the detail of self-evaluation and this has restricted their ability to challenge senior managers. The school has addressed successfully most of the issues raised by its last inspection, although more work needs to be done in developing procedures to assess pupils' work. This satisfactory improvement and the effective work being done by the new strategic leadership team shows that the school has the capacity to improve further.

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## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> 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	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

Thank you for making us welcome during our visit to inspect your school and for helping us get a very clear picture of what school life is like. The discussions we had with you, in small groups and one-to-one in lessons, played a very important part in building up that picture.

We found a lot to like and admire about your school. Here are some of the main things.

- The way in which all the adults in the school look after you so well.
- The good support and guidance given to children who find learning difficult and the good progress these children make as a result.
- How especially well children do in the Reception class.
- Your good behaviour and the pleasant way you get on with people.
- How hard your headteacher and all other adults in your school work to make sure you are growing up well.

And here are a couple of important things which we feel will help you to do even better.

- We want your teachers to make all your English and mathematics lessons as interesting as possible so that you learn really well.
- We've asked your headteacher and senior teachers to carry on improving the information they give to teachers about how well you do in your tests. This will help your teachers plan work that will stretch your learning.

All the best for the future