

Newby and Scalby Primary School

Inspection report

Unique Reference Number	121307
Local Authority	North Yorkshire
Inspection number	313940
Inspection dates	8–9 October 2008
Reporting inspector	Robert Robinson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School (total)	425
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Jim Martin
Headteacher	Mr Chris Knowles
Date of previous school inspection	16 May 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	The Green Newby Scarborough North Yorkshire YO12 5JA
Telephone number	01723 365686
Fax number	01723 365686

Age group	5–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

In this large primary school, almost all pupils are of White British backgrounds. They come from a wide range of social and economic circumstances which overall are more favourable than on average. The proportion of pupils with learning difficulties and/or disabilities is broadly average. The school has gained the Financial Management Standard in Schools.

An independent organisation provides an out of school club before and after school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Newby and Scalby Primary School is a good school. It is led and managed well. The headteacher provides strong direction for the school. He is supported well by able senior leaders and an effective governing body. Parents praise highly all aspects of the school's work.

As a result of effective leadership and management, pupils' achievement is good overall, as is the care, guidance and support provided for them. Pupils make good progress across the school from a wide range of starting points in Reception. Standards are currently broadly average in Year 2 and Year 6 but vary according to pupils' starting points. In the 2007 Year 6 tests, standards were significantly above average overall because of pupils' strong performance in mathematics, particularly at the higher level. Overall, standards have risen since the last inspection. The pastoral needs of those pupils who have learning difficulties and/or disabilities are catered for very well. However, the academic progress of a small but significant number of these pupils, particularly boys, is not as strong as it might be. This is because assessment of their progress and the use of this information to guide future learning are not precise enough to enable them to make faster progress in their learning.

Good teaching and a good curriculum enables most pupils to make good progress. In addition, they ensure pupils' good personal development and foster well their spiritual, moral, social and cultural development. Pupils relate well to one another and to staff. They feel safe at school and have a growing understanding of how to lead healthy lifestyles. Pupils behave well both in the classrooms and around the school. They contribute effectively to the smooth running of the school and to local community events as well as raising funds for national charities. Pupils report that they enjoy all aspects of school life. This is reflected in their good attendance and good attitudes to learning. Lessons are interesting and pupils effectively apply the skills they learn in different subjects, including English, mathematics, and information and communication technology (ICT), to many aspects of their work.

Pupils are well prepared for the next stage of their education because they have secure basic skills and develop well personally. The strengths in leadership and management, the good quality teaching and the successful emphasis on pupils' personal development provide the school with good capacity to continue to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The overall provision including leadership and management in the Early Years Foundation Stage (EYFS) are good. As a result, children's achievement is good and their needs are well met. The EYFS has improved well since the last inspection. Children enter the EYFS from a great number of pre-school providers. Their experiences are wide ranging as are their levels of attainment. Overall, their skills on entry are typical for children of this age but vary year on year. Children settle well into a caring and welcoming environment. Good induction procedures, involving parents, children and specifically allocated members of staff, help children settle quickly into school life. The wide variety of exciting activities, both indoors and outdoors, together with good teaching, stimulate children to make rapid progress in their learning. Effective systems to track children's progress help staff to plan future learning for individuals and for groups of children. New approaches to the curriculum have successfully improved learning, particularly in children's personal, social and emotional development. The success of recent leadership and

management initiatives is evidenced by improved skills at the end of the EYFS, which are now above those expected. These skills are now better than those achieved by pupils higher in the school. Children are now well prepared to make brisk progress in Year 1 because of their effective basic skills and their good personal, social and emotional development.

What the school should do to improve further

- Improve assessment to ensure that pupils with learning difficulties and/or disabilities, particularly the boys, make good progress.

Achievement and standards

Grade: 2

Pupils' overall achievement is good. Standards at the end of Year 6 have improved since the last inspection. Provisional test results indicate that in 2008, standards in English, mathematics and science at the end of Year 6 were above those of other schools in the local authority. This was also the case at the end of Year 2. Pupils exceeded the school's demanding targets, particularly at the level expected nationally. Boys on the whole did not do quite as well as girls, but a high proportion of these boys had been identified as having learning difficulties and/or disabilities. Improvements to the curriculum and to teaching and learning have ensured that pupils' progress in the past academic year was good for the high majority of pupils.

Personal development and well-being

Grade: 2

Pupils have a good understanding of what it means to be healthy and have a good awareness of the effects of the misuse of drugs. Pupils show care and consideration for one another and staff. They appreciate that their views are sought and acted upon. The school council passionately extols the strengths of the school and is unafraid to suggest what could be improved. Bullying rarely occurs and if it does pupils know that it will be dealt with quickly. A school councillor remarked, 'Minor fallouts occasionally occur but by the end of playtime they are sorted out.' Pupils take on responsibilities seriously, for example as playground buddies and as librarians. By the time pupils leave the school, they are confident and have positive attitudes to their learning.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good throughout the school and results in pupils' good progress. In most lessons, activities are planned well to match pupils' levels of attainment closely. However, the tasks set for pupils with learning difficulties and/or disabilities are occasionally not precisely enough linked to their prior attainment. In addition, at times the withdrawal of individual pupils for extra reading practice outside the classroom disrupts their other learning. Well planned teaching activities throughout the school encourage a high level of enjoyment in lessons. Teachers manage pupils' behaviour well. Pupils are encouraged to discuss their learning with a partner or in small groups. This consolidates and extends their understanding. Teachers exploit links between subjects to provide pupils with further opportunities to practise and extend their literacy skills.

Curriculum and other activities

Grade: 2

The curriculum has improved recently. This has positively impacted on pupils' progress during the past year. Purposeful links between subjects have enriched pupils' experiences and provided increased opportunities to develop their basic skills. Individual education plans for pupils with learning difficulties and/or disabilities are satisfactory overall. However, they lack sufficient detail about the specific ways in which pupils can be helped to make faster progress in all their areas of learning. Plans are well advanced to teach a modern foreign language. A recent survey of pupils' views of the curriculum is positive and highlights their enjoyment of learning. For example, they very much appreciate the wide range of visits and visitors and these enhance their learning. There is an extensive range of school clubs which are popular and well supported. Pupils' personal development is promoted successfully through specific programmes for personal, social, health and citizenship education. This assists pupils' understanding of staying safe and keeping healthy and effectively promotes their spiritual, moral, social and cultural development.

Care, guidance and support

Grade: 2

Safeguarding procedures are in place and meet government requirements. Health and safety as well as risk assessment procedures promote a safe environment. The care of pupils is at the heart of the school. Parents and pupils agree that children are looked after well. Key workers allocated to support children in the EYFS, and pupils with learning difficulties and/or disabilities throughout the school, provide a high level of care. Parents welcome these points of contact. However, the assessment of pupils with learning difficulties and/or disabilities, particularly boys, is insufficiently detailed and not checked upon frequently enough. Pupils' work is marked thoroughly throughout the school. At its best, this academic guidance celebrates achievement and suggests how pupils can improve. Occasionally, exactly what the pupils need to do to improve or how the comments are linked to targets is unclear. The strengths in care, guidance and support promote pupils' overall good academic progress and their effective personal development.

Leadership and management

Grade: 2

Parents have overwhelming confidence in the headteacher's leadership. Responsibilities are delegated well to year group leaders and subject managers who fulfil their roles well. Governors have a good understanding of the school and their expertise is used effectively for the benefit of the school, such as in financial management, health and safety checks and the maintenance of the premises. The school's evaluation of its effectiveness is accurate and it knows what it must do to improve, although some priorities for improvement are not fully documented. The tracking of pupils' progress against National Curriculum levels is detailed and used to set challenging school targets. However, the process to set precise targets for individual pupils' improvement, particularly boys with learning difficulties and/or disabilities, lacks rigour. The school has strong links with the local community and other local schools although national and international links are few. The accommodation is used well and financial resources are closely linked to raising standards further.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	3

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming the team of inspectors to your school. We enjoyed the time we spent with you, and our discussions. Your school provides you with a good education. This is because it is run well by your headteacher, staff and governors.

You make good progress both in your learning and personal development because you are taught well and the school makes sure that you feel happy and safe. I was impressed by your good behaviour both in the classrooms and around the school. You were polite and courteous. I am pleased that you all get on so well together and that your attendance is good. The curriculum you receive is good and you are interested in your lessons. You do as well in your work as most children do. However, I have asked the staff to help those of you who find learning more difficult, particularly some boys, to check how well you are doing more carefully so that they can speed up your learning.

I appreciated talking to you about your work and watching you learn. I trust that you will keep doing your best and working with the headteacher and other staff to help them to continue to improve the school.

I wish you well for the future.