

# New Earswick Primary School

## Inspection report

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<b>Unique Reference Number</b>	121661
<b>Local Authority</b>	York
<b>Inspection number</b>	339991
<b>Inspection dates</b>	9–10 June 2010
<b>Reporting inspector</b>	Amraz Ali HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Paul Hudson
<b>Headteacher</b>	Miss Carole Farrar
<b>Date of previous school inspection</b>	9 May 2007
<b>School address</b>	Hawthorn Terrace New Earswick York YO32 4BY
<b>Telephone number</b>	01904 768228
<b>Fax number</b>	01904 750535
<b>Email address</b>	<a href="mailto:new-earswick.school@york.gov.uk">new-earswick.school@york.gov.uk</a>

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors spent almost half of their available time observing learning: they visited more than 14 lessons and observed all of the teachers who were teaching on those days. Meetings were held with governors, staff, groups of pupils and parents. They observed the school's work, looked at pupils' records and test results and scrutinised pupils' work books. Fifty three questionnaires from parents and carers were analysed along with eight from staff and 90 from pupils. Inspectors spoke to parents as they brought their children into school and during a parents' course at the school.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how the attainment at the end of the Early Years Foundation Stage is being built upon to secure good learning and progress in Key Stage 1
- rates of progress across Key Stage 2
- how effectively teaching and the curriculum meet the needs and interests of all pupils, particularly in providing challenge for all pupils
- the capacity of leaders at the school to bring about sustained improvement.

## Information about the school

This average-sized voluntary aided primary school is situated in New Earswick, a model village established by, and connected to, the Joseph Rowntree Housing Trust. The area experiences some social and economic disadvantage. Almost all pupils are White British with a very small number from minority ethnic groups. The proportion with special educational needs and/or disabilities is average and the proportion of pupils eligible for a free school meal is above average.

Early Years Foundation Stage provision is a Nursery and a Reception class. The school offers before- and after-school care. The site hosts a private daycare provider which was not the focus of this inspection. This provision was inspected separately and the inspection report will be available on the Ofsted website.

The school holds the Investors in People Award, an Inclusion Award, Healthy School Status, the Basic Skills Agency Quality Mark and Artsmark Gold

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

### Main findings

New Earswick Primary School provides its pupils with a satisfactory quality of education. The determined leadership of the headteacher has steered the school through a period of change and has been responsible for ensuring that the school provides a good curriculum and good care and pastoral support. Together, these are helping to secure some good outcomes for pupils including the extent to which they adopt healthy lifestyles, stay safe and make positive contributions to the school community. The school is well regarded by most parents. A typical comment from a parent was: 'My child loves school and always goes in smiling'.

Children have a good start in the Nursery and Reception class and reach levels which are typical for their age when they move into Year 1. As a result of their satisfactory learning and progress between Year 1 and Year 6, pupils' attainment overall is securely average by the time they leave Year 6. However, learning and progress across the school are variable. In some year groups some pupils, mostly boys, do not make the progress that they should do, particularly in reading and writing. This is linked to variability in the quality of teaching, which is the main reason why progress is satisfactory rather than better. Where teaching is good assessment information is used well to set work that is just at the right level for all of the pupils' differing needs within a class. However, this is not common place especially for those pupils who are more-able; consequently, some tasks lack challenge and the pace of learning slows.

There have been many changes since the previous inspection, including an extensive building programme and some changes in staff. Although improvements have continued some have been more successful than others. For example, the review of the provision for pupils with special educational needs and/or disabilities has had a positive impact on outcomes for pupils. This provision, combined with well-chosen interventions and the school's inclusive ethos, means that these pupils make good progress. This along with improvements to the learning environment and the Early Years Foundation Stage demonstrates that there is good capacity to improve further. On the other hand, the leadership of improvements to the quality of teaching has been less successful, because monitoring has not always checked that agreed policies are being implemented consistently enough. The arrangements for tracking and analysing the attainment of individual pupils and their progress are extensive. This is sometimes unduly complicated and over reliant on the headteacher. Analysis does not always focus clearly on the rates of progress made year to year and on different groups.

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

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- Improve the attainment and progress of pupils, particularly boys in reading and writing.
- Ensure that the aspects of good teaching and learning that were observed are evident in all lessons across the school by:
  - – ensuring that the marking of pupils work is effective and more routinely provides clear guidance for improvement
  - – using assessment data and information from the marking of pupils' work more effectively to provide greater challenge for the most able pupils
  - – checking more robustly that agreed policies are being implemented consistently.
- Streamline the school's approach to tracking and analysing the attainment and progress of pupils by:
  - – the greater use of new technologies
  - – giving greater emphasis to monitoring and reviewing rates of progress from year to year and for specific groups of pupils.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils' learning and progress in the majority of lessons are satisfactory overall with some lessons where learning is good. Pupils are usually keen to learn, work appropriately and say that they enjoy their lessons. However, as pupils move through the school their learning and rates of progress vary. As a consequence, pupils' achievement is satisfactory overall and they reach broadly average standards at both the end of Year 2 and Year 6. This has been the case for the past three years. Although attainment is average overall the proportions reaching the higher Level 5 are below average at the end of Year 6. That said the most recent school assessments suggest that a higher proportion from the current Year 6 are on track to attain at Level 5 in mathematics. This improved picture is not the case across the school and the attainment of the most able remains variable. In 2009 the attainment of girls in mathematics was well below that of boys and was below the average for girls nationally. Inspection evidence confirms that this situation is not typical and girls at the school are generally doing better than in the past. However, some boys do not make the progress that they could in reading and writing. Pupils from minority ethnic groups make progress that is similar to their peers. A particular success has been in supporting pupils with special educational needs and/or disabilities, particularly those who have recently joined the school, who make good progress.

Pupils say they feel safe and they are confident that if any bullying occurs it will be dealt with. Pupils' behaviour is good overall; the inspection found pupils to be polite, helpful and keen to talk about their work. While pupils play boisterously in the playground no inappropriate behaviour was observed and behaviour in classrooms is generally managed well. On the small number of occasions where pupils were not concentrating on their work and were restless, this related directly to the quality of teaching. Pupils

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know about the importance of a healthy lifestyle, for example the importance of eating five pieces of fruit or vegetables each day and the dangers of smoking. Pupils' contribution to the school and community is good; they readily take on responsibilities such as acting as school or eco-councillors, peer-mediators and play leaders. While pupils' spiritual, moral, social and cultural development is good overall, there are strengths in the development of social and moral skills. Their understanding of the diverse nature of British society is still developing. Pupils' average attainment and attendance coupled with their good personal skills mean that pupils are well placed to continue their education. A recent initiative to raise aspirations and develop an understanding of the oldest pupils' future career choices means that many understand the link between their education and future employment.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teaching has some good features but is satisfactory overall. Teachers' good relationships with pupils, along with clear expectations of behaviour, ensure that classrooms are calm and orderly and that pupils are happy and have positive attitudes to

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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their work. The main weakness in teaching is that the work planned does not consistently meet the differing needs of all the pupils in the class, particularly for the most able and some boys. This is because teachers do not use the information they have from their assessment of pupils' learning as effectively as they could to set tasks which closely match the needs of individuals and groups. In a minority of lessons pupils spend too much time listening to their teachers; or their time for discussions is too long and there is not enough time on their written work. Where this happens pupils lose interest and do not learn as much as they could. In some of the lessons observed the lack of challenging timescales resulted in pupils working at a satisfactory rather than a rigorous pace.

Some marking provides good advice on how to improve work, in particular the use of TOGBINT (to get better I need to) and pupils appreciate this approach. However, marking is inconsistent and weak in mathematics where TOGBINT is used infrequently. The broad and balanced curriculum places appropriate emphasis on the basic skills of English and mathematics and contributes to pupils' sound progress. It is well planned and special 'theme' weeks, such as the 'G-Factor week', where pupils learnt about life in other countries, add enjoyment and broaden pupils' experiences. A range of visits, including a residential visit to the East Coast or local museums or garden centres extends the range of learning experiences for pupils. A good range of clubs, which are attended well, provide sporting and musical opportunities including, for example, the choir's visit to the Royal Albert Hall. Good links with the 'Explore Library' and whole class opportunities to learn to play a musical instrument enhance provision effectively. A range of visitors, such as Indian dancers, are beginning to develop pupils' understanding of modern multicultural Britain. The breakfast, after-school and homework clubs add to provision and are valued by parents and carers.

Pupils say that they feel well cared for because the adults take good care of them. Vulnerable pupils receive good support, enabling them to participate fully in lessons. Pupils who have joined the school recently, along with their parents and carers, value the way that staff and other pupils have helped them to settle quickly. The school has good links with outside agencies and works closely with them when needed. Pupils attending the before- and after-school club enjoy the activities that are provided and are cared for well.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

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## How effective are leadership and management?

The greatest success of the school's leadership has been to create a caring, welcoming and inclusive school where pupils feel safe and well cared for. Although the school's self-evaluation is largely accurate, identifying correctly the school's strengths and areas for improvement, it is a little over generous in its evaluation of pupils' learning and progress and the school's overall effectiveness. Plans for improvement are wide ranging and generally identify the most important areas for improvement. However, although there are systems in place for monitoring the impact of improvements, these have not always ensured that developments are consistently implemented. An example is teachers' marking. There are some good features in the work of leaders at the school. However, this is not always the case and some are less involved in the close monitoring of pupils' progress and the quality of provision.

There have been improvements to the role of governors and they are now involved more in the work of the school. There is scope for them to further develop their role in challenging the work of the school. The school generally engages well with parents and carers, who are encouraged to help in classrooms and have opportunities to attend courses to help them find out more about their children's learning. However, some parents and carers still feel they would like more information about their children's progress. Successful partnerships are benefiting pupils, particularly where the school is working closely with outside agencies to support vulnerable pupils. Policies and procedures for ensuring equality of opportunity and tackling discrimination are secure. Consequently, all pupils are included fully in the life of the school, feel safe and make the progress that is expected. Safeguarding procedures are good. All statutory requirements are met and procedures to make the school and its grounds as safe as possible are good, as are the procedures for ensuring that educational visits are planned safely. School leaders know the community well and have begun to put strategies in place to develop pupils' understanding of a range of faiths and cultures. However, they have yet to evaluate the full impact of this work on pupils' attitudes and understanding.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>



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<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Most children start the Nursery with skills, knowledge and understanding that are wide and varied but usually below what is typical for their age. They make good progress and achieve well relative to their starting points in all areas of learning except physical and creative development, which remain below what is typical for their age. Adults work well together and provide activities that are interesting, practical and encourage children to become independent, especially in the Nursery. As a result, most children are fully engaged in their work and well motivated. They are encouraged to make choices for themselves and this contributes to their development as independent learners. Sometimes the older children are over directed by adults which restricts their creativity. Children usually work well together in pairs and small groups and most know how to take turns and share resources fairly. Enrichment activities enhance the curriculum; for example recent work on 'Learning through Landscapes' interested children. Children's welfare is promoted effectively and the support for pupils with special educational needs and/or disabilities is good. Good leadership ensures that children's progress is checked and the Nursery 'Learning Journey' booklets provide informative and attractive pictorial records of progress to share with parents and carers. The outdoor area is still developing. It is generally used satisfactorily to promote learning that has taken place indoors and supports all areas of learning across the curriculum. Opportunities for physical development are more limited. Relationships with parents and carers are good, they speak warmly about the provision and care their children receive.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Although parents and carers are generally appreciative and supportive of the school and its work, some raised concerns about the management of behaviour. Additionally some indicated that they would like more information about their children's progress and

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levels of attainment. The inspectors would like to reassure parents and carers that during the inspection pupil behaviour was judged to be good overall and no particularly poor behaviour was observed. Teachers' clear expectations ensure that classrooms are calm and orderly. Written end-of-year reports on pupils are sound and parents have termly opportunities to meet teachers to discuss their child's learning and progress. That said, the inspection noted that there is scope to provide greater clarity in the written reports about the rate of pupils' progress.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at New Earswick Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 53 completed questionnaires by the end of the on-site inspection. In total, there are 210 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	62	20	38	0	0	0	0
The school keeps my child safe	41	77	11	21	1	2	0	0
The school informs me about my child's progress	36	68	16	30	1	2	0	0
My child is making enough progress at this school	31	58	21	40	1	2	0	0
The teaching is good at this school	38	72	13	25	2	4	0	0
The school helps me to support my child's learning	33	62	17	32	2	4	0	0
The school helps my child to have a healthy lifestyle	28	53	23	43	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	49	21	40	1	2	0	0
The school meets my child's particular needs	30	57	20	38	1	2	0	0
The school deals effectively with unacceptable behaviour	18	34	26	49	8	15	1	2
The school takes account of my suggestions and concerns	18	34	29	55	3	6	1	2
The school is led and managed effectively	34	64	14	26	2	4	3	6
Overall, I am happy with my child's experience at this school	37	70	14	26	0	0	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



11 June 2010

Dear Pupils

Inspection of New Earswick Primary School, York, YO32 4BY

Thank you all for being so helpful and welcoming when we came to inspect your school. We really enjoyed speaking to many of you and seeing you in lessons and at the before- and after-school clubs.

We judged your school to be providing you with a satisfactory education. This means that some things are going well but there are some things that could be better for you. The youngest pupils at your school get off to a good start in the Nursery and Reception class. The headteacher and all of the staff help you to make satisfactory progress in your work.

All of the staff and governors are keen for you to get the best education possible. I have agreed some ways with your headteacher which can make things better for you. This includes improving the progress that you are making, particularly some of the boys in reading and writing. I would like more of your teaching to be like the best teaching that we saw and I have asked the teachers to plan activities that are at just the right level for each of you, not too easy and not too hard. I have also asked the school to improve how they track your progress.

You can play your part too by keeping up the good behaviour and attitudes that we saw. Additionally if you find the work either too easy or too difficult you can tell your teachers so that they can tweak it and make sure that it is just at the right level for you.

Yours sincerely

Amraz Ali

Her Majesty's Inspector

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