

# New York Primary School

## Inspection report

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<b>Unique Reference Number</b>	108607
<b>Local Authority</b>	North Tyneside
<b>Inspection number</b>	354379
<b>Inspection dates</b>	9–10 June 2010
<b>Reporting inspector</b>	Moira Fitzpatrick

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	218
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs K Simmonds
<b>Headteacher</b>	Mrs Lesley Colthart
<b>Date of previous school inspection</b>	27 September 2006
<b>School address</b>	Lanark Close North Shields Tyne and Wear NE29 8DP
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## Introduction

This inspection was carried out by three additional inspectors. They observed 13 lessons, involving 10 teachers. They held meetings with senior leaders, staff, governors, pupils and parents, and staff from the Sure Start Children's Centre and the private on-site nursery. They observed the school's work, and looked at a range of documents, including the school's tracking data, pupils' work in books, the school improvement plan and minutes of governing body meetings. Inspectors also analysed 57 questionnaires returned by parents and carers, as well as questionnaires returned by staff and pupils.

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

- If all groups of learners make similar progress from their different starting points how effectively the school overcomes barriers to pupils' learning.
- How well teaching is developing to ensure that progress is consistently good.
- The contribution made by all staff and governors to improving the school.

## Information about the school

This is an average size school. Most pupils are from a White British heritage. Very few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is three times the national average. The proportion of pupils with special educational needs and/or disabilities is twice the national average and the proportion with a statement of special educational needs is above average. The school runs a Sure Start children's centre. This provision is not being inspected at this time. Each year a number of pupils transfer to a local middle school at the end of Year 4, while others regularly join the school, especially in Key Stage 2, from other schools in the area.

The school holds numerous national awards including Activemark, Artsmark Gold, National Healthy School Status, Investors in People and the Inclusion Quality Mark.

**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?**

**1**

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

**1**

## Main findings

This vibrant, outstanding school is seen by parents and carers as 'the hub of the community'. The headteacher has a relentless focus on reaching out to families and specialist services, and continually expanding provision so that the school meets all the needs of its pupils and their families. Pupils' exceptional progress and good achievement are a result of this intense focus on removing barriers to their learning and well-being. When they leave in Year 6, pupils reach average standards in English, mathematics and science, sometimes from very low starting points. The school has identified raising standards further as its key priority and has detailed plans to achieve its goal.

Teaching is outstanding. Pupils thoroughly enjoy lessons and join in all activities with great enthusiasm. Both they and their teachers have an excellent knowledge of how well they are learning and how they can improve. This helps them to work rapidly and be rightly proud of their achievements at the end of the lesson. The excellent curriculum motivates them with many exciting activities, visits and visitors. All aspects of Early Years Foundation Stage provision are outstanding. Children make excellent progress because of imaginative planning and excellent teaching.

Outstanding care, guidance and support enable pupils of all abilities and backgrounds to make excellent progress, regardless of their starting points. The high quality of this provision makes pupils feel very safe, secure and happy in school. It underpins their excellent personal development, and ensures that they are very well prepared for the future.

Pupils' behaviour is exemplary. Pupils show very good respect for themselves and others and follow the excellent example set by adults in caring for and supporting others. Older pupils relish the opportunities to look after younger ones and all pupils are eager to serve the school and wider community in any way they can. The school council is a driving force in gathering pupils' views and making improvements to the school. Pupils say this makes them feel valued and important. The vivid and colourful school environment, celebrating pupils' achievements with numerous photographs of pupils at work and play, confirms that they are at the heart of all the school does.

Leadership and management are outstanding, in almost every respect. Excellent improvement since the previous inspection is the result of outstanding teamwork and the very clear direction set by the headteacher. Her rigour, determination and vision have inspired staff, governors and pupils to be the best they can, so that they all work unstintingly to improve the school. All are involved in this work, and they have a very accurate picture of the school's strengths and relative weaknesses. This gives the school an outstanding capacity for further improvement.

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

- Raise standards further in English and mathematics by continuing to implement its detailed plans for improvement.

### Outcomes for individuals and groups of pupils

**1**

Pupils of all abilities achieve well because they are happy, secure and confident. They enjoy lessons and work hard to meet their individual targets because they are very well supported by teachers' planning and by highly-skilled teaching assistants. Pupils' enthusiasm for learning could not be stronger. In all lessons they tackle any challenge with energy and a strong belief that they will succeed. They make lessons buzz with excitement as they work in pairs and groups to meet the challenges their teachers set. Their good attendance is testimony to their enjoyment of school, with parents and carers reporting how reluctant their children are to stay away even when ill. From often very low starting points all pupils, including those with special educational needs and/or disabilities, make excellent progress and most attain average standards by the end of Year 6. School data and inspection evidence show that the current Year 6 group is on course to meet very challenging targets and in some cases to exceed them.

Pupils' excellent behaviour drives their learning at a rapid rate because time is always well used and they are considerate and helpful towards each other. They have a thoroughly good understanding of what makes a healthy lifestyle and, partly because of the school council's input to school dinner menus, pupils enjoy healthy, well-balanced meals at lunchtime. Pupils make an outstanding contribution to their own and other communities. They are dedicated and highly-skilled fund-raisers and relish the opportunities they have to select which charities will benefit. They act as Eco-warriors in the local community and are proud of their efforts at keeping litter in check. Older pupils are frequently seen supporting and caring for younger ones. Pupils are sensitive to the needs of others, have a strong sense of right and wrong and are tolerant of differences. Their spiritual, moral, social and cultural development is outstanding.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1

<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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<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>1</b>
	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

All teaching is at least good and a high proportion is outstanding. This is because teachers base their lesson planning on excellent assessment practices. Pupils' learning is very well tracked so that teachers always set appropriate challenges and provide the right level of support for pupils to succeed. Their marking and feedback to pupils on how to improve are well understood and acted on by pupils of all ages so that they become increasingly skilled at evaluating their own progress. Teachers understand how their pupils learn best and in lessons provide an excellent balance of teacher input and pupil activity. A strong feature of lessons is the collaboration between pupils, either as talk partners clarifying ideas, or team players working together to solve problems. Excellent relationships between teachers and pupils underpin pupils' urge to strive hard to complete tasks and win their teachers' praise, which is always given generously. Teaching assistants are highly skilled and well briefed for their role. They work extremely well alongside the class teachers to support pupils of all abilities to meet their targets.

The curriculum is extremely well planned and modified to meet the needs of all pupils. It ensures that pupils are supported to meet their targets in basic skills, so that they can then access and enjoy the rest of the exciting curriculum. Creative partnerships have brought a wealth of new learning to pupils, extending their horizons, providing memorable experiences and helping them to see connections between subjects. Cross-curricular links abound, helping pupils to consolidate their basic skills through exciting opportunities to use their literacy, numeracy and information and communication technology skills in 'real' situations. Excellent partnerships with local organisations enhance learning in the arts extremely well, so that both visual art and music are strengths of pupils' attainment. Visits out of school are numerous and include residential opportunities which develop pupils' self-reliance and social skills. Dedicated staff provide a host of after-school clubs which are attended by over 90% of pupils, who readily agree, 'there's something for everyone.'

The overwhelming strength of the school's provision is the care, guidance and support it provides to enable pupils to overcome complex, and sometimes formidable, barriers to

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their learning, so that they become successful learners who are happy at school. Pupils and their families praise the school for the prompt and positive way it responds to their needs. Staff at all levels pay excellent attention to any signs of difficulty that pupils might have and take effective action to 'get to the bottom' of problems. The school's rigorous systems for tracking pupils' learning and well-being give staff a very detailed picture of their pupils and regular monitoring picks up any changes in performance. Support for pupils whose circumstances have made them vulnerable is outstanding. Their specific needs are identified early, external specialist support is provided and they are very closely monitored to ensure that any interventions are having the maximum impact. Parents are unstinting in their praise of the learning mentor, whose relentless efforts ensure that pupils' attendance is above average and is one of the many staff they turn to regularly for help and advice.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher is an outstanding leader who makes sure that the talents of all staff are recognised, developed and used for the benefit of pupils. The excellent improvement made since the previous inspection is a result of well-judged delegation and excellent management of highly-effective systems for monitoring the work of the school. Staff make a huge contribution to improvement because they are encouraged to identify areas for improvement and then are supported to take action. Pupils and parents are also involved in this process and see the impact of their suggestions in the 'You said? We did?' displays around the school. Morale is very high and staff are convinced of the school's ability to surmount any difficulties. Senior leaders have high levels of expertise and set an excellent example in both the quality of their work and in the support they give to staff to improve.

Governors are very rigorous in ensuring that pupils are safe and that their well-being is paramount to the school. Safeguarding procedures are outstanding. Systems are thorough, efficient, well known to staff and fully implemented. Training for safeguarding and child protection is exemplary. Governors' good understanding of pupils' needs underpins their determination that equality of opportunity is at the heart of the school's work and that discrimination is not tolerated. They regularly monitor the work of the school, give good 'hands on' support using their varied expertise and have good relationships with staff, pupils, parents and carers. Excellent partnerships with parents

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and carers result in them receiving up-to-date information about their children. Parents are very involved in supporting their children's learning and have good opportunities to continue their own learning. Partnerships with external providers, including the local schools' network, the Sure Start Children's Centre and the private day nursery on site, enrich and enhance the work of the school extremely well and give pupils very good support for transition, learning and with any specific needs. The school's impact on the cohesiveness of the local community is considerable. This and its work for communities further afield help pupils understand their responsibilities as citizens of the future.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

**Early Years Foundation Stage**

Excellent partnerships with parents, carers, the on-site Children's Centre and the private nursery, drive a culture of innovation and sharing to provide the very best for children. Parents are delighted that their children are so happy and secure in the Nursery and Reception classes, while close cooperation between the different providers means that their children make a seamless transition from one setting to another.

Children are very confident learners because they are exceptionally well known to adults and they are extremely well cared for. Adults are vigilant about children's learning and their well-being, and respond quickly to give support or prompt children's thinking further. Their excellent knowledge of children's learning and their special interests and talents are used well to plan activities that motivate and excite the children. Children quickly learn to follow routines, share and work independently. Excellent teaching, imaginative and innovative use of resources and a commitment to developing learning through the children's interests help them to make excellent progress from sometimes



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very low starting points. Rigorous tracking shows that, despite these very good gains, not all children reach the goals set for their learning by the end of Reception, especially in communication, language and literacy. Changes to the curriculum with the development of the 'forest school' are rapidly improving children's language development. They have responded with great enthusiasm to exploring the natural environment. During the inspection, they were bursting with ideas to develop their pirate project and had great fun making a boat to sail the seas and find treasure! Outstanding leadership and management by the early years' leader create the culture for all staff to be involved in evaluating and improving provision. Excellent teamwork gives children the very best of all the expertise available as staff develop new systems and creative practices which are willingly shared with others. The early years' leader has a sharp focus on children's progress, so that assessment and recording are at the forefront of good practice. Parents are rightly delighted with their children's 'Learning Journeys' which record beautifully how well their children are doing.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

**Views of parents and carers**

Parents and carers, who responded to the inspection questionnaire, are overwhelmingly supportive of the school, because of all it does for their children. They are particularly impressed with the way the school responds, not only to their children's needs, but also to the needs of parents and carers. Several expressed the view that the school was a place, 'you could always turn to for help and get it.' Inspectors found that the care, guidance and support provided by the school were exceptional, and stood out even among its many other significant strengths.

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

Ofsted invited all the registered parents and carers of pupils registered at New York 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 57 completed questionnaires by the end of the on-site inspection. In total, there are 218 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	67	19	33	0	0	0	0
The school keeps my child safe	40	70	14	25	0	0	3	5
The school informs me about my child's progress	33	58	17	30	3	5	4	7
My child is making enough progress at this school	34	60	18	32	2	4	3	5
The teaching is good at this school	37	65	15	26	2	4	3	5
The school helps me to support my child's learning	31	54	17	30	5	9	3	5
The school helps my child to have a healthy lifestyle	35	61	22	39	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)	33	58	19	33	0	0	3	5
The school meets my child's particular needs	37	65	15	26	1	2	3	5
The school deals effectively with unacceptable behaviour	32	56	22	39	0	0	3	5
The school takes account of my suggestions and concerns	24	42	27	47	3	5	3	5
The school is led and managed effectively	36	63	17	30	1	2	3	5
Overall, I am happy with my child's experience at this school	37	65	16	28	1	2	3	5

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 York Primary School, North Shields, NE29 8DP

Thank you very much for making our recent visit to your school so enjoyable. We were made to feel very welcome and you looked after us very well indeed. We are delighted to tell you that we agree with those of you who told us your school was 'excellent' or 'brill', because we have judged it to be outstanding. Here are the reasons why.

- You make excellent progress in your learning, because you work hard and are determined, so that you are extremely well prepared for the future with excellent personal qualities.
- Your behaviour is excellent; you care for each other well and raise lots of money for people who need help.
- You play an important part in making the school better, such as by your eco-activities, helping choose menus for school dinners and doing so many good things in the community that help your school have a good reputation.
- You have an exciting and well-planned curriculum and the teaching you receive is excellent; your teachers know you so well that they set work at just the right level to stretch you to think hard, they also make lessons great fun.
- You feel very safe, secure and happy in school because the care, guidance and support that adults give are outstanding and they make sure that you have every opportunity to do your best; they are also very good at supporting your parents when they need it.
- The school is exceptionally well led and managed, because your headteacher has a very clear picture of how well you can do and she inspires the teachers to use all their talents to help you to succeed, and you do! The school knows that it is important, and we have also asked them, to raise the standard of your work in English and mathematics.

The team and I wish all of you at New York Primary all that you wish for yourselves for the future.

Yours sincerely

Moira Fitzpatrick

Lead inspector

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