

New York Primary School

Inspection report

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|--------------------------------|-------------------|
| Unique Reference Number | 120467 |
| Local Authority | Lincolnshire |
| Inspection number | 358768 |
| Inspection dates | 2–3 February 2011 |
| Reporting inspector | Alan Lemon |

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

| | |
|--------------------------------------------|-----------------------------------------------|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 56 |
| Appropriate authority | The local authority |
| Headteacher | Paul Bargh |
| Date of previous school inspection | 12 December 2007 |
| School address | Langrick Road New York, Lincoln LN4 4XH |
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Introduction

This inspection was carried out two additional inspectors. Five lessons were observed and two teachers seen. Meetings were held with members of the governing body, staff and pupils. Inspectors observed the school's work, looked at the data on pupils' performance, school policies, its procedures for safeguarding pupils and promoting equality. Questionnaires completed by pupils, staff and 19 parents and carers were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether school leaders and teachers have a secure system for monitoring, evaluating and improving pupils' progress, including that of different groups of pupils.
- Whether progress at least satisfactory in mathematics.
- How well embedded assessment is in ensuring that learning and progress across the school is effective.
- To what extent leadership is firmly in place and sustaining improvement.

Information about the school

The school is very small and, in January 2010, federated with Frithville Primary School, another very small school a few miles away. The schools share a headteacher, who was appointed in September 2010, a governing body and subject leaders. The schools have been inspected separately. All pupils in New York Primary School are taught in two mixed-age classes. Seven children are in the Reception year. Pupils come from the village of New York and the surrounding rural area. They are almost all of White British heritage; a very few come from the Baltic States and these pupils are all at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is above average as is the proportion who are known to be eligible for free school meals. Pupil turnover is high with some arriving mid-term, or leaving during the year.

The school's two permanent teachers are absent. A newly qualified teacher is employed temporarily to teach the Early Years Foundation Stage and Key Stage 1 class; a part-time teacher, temporarily made up to full-time, teaches the Key Stage 2 class.

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

3

Main findings

The school is satisfactory and while leaders are driving improvement, they are hampered at present by staff absence. The headteacher is raising expectations, securing improvement and working to ensure that every pupil has the opportunity to achieve as well as they can. Much of what the federation intends to improve in the school's provision is at an early stage, although key priorities are systematically planned. The headteacher has been quick to respond to low standards, particularly in mathematics, as a result of his accurate evaluation of the school's strengths and weaknesses. Assessment and the tracking of pupils' progress has been strengthened. Satisfactory progress has been made on improvement since the last inspection and leaders are demonstrating a satisfactory capacity to sustain improvement.

Achievement is satisfactory. Currently, pupils' attainment is broadly average in Year 6 and, across the school, learning and progress is satisfactory. A downward trend in mathematics has been stopped as a result of well-planned teaching in Key Stage 2. Outcomes in reading and writing in Key Stage 2 are stronger because literacy is more expertly taught than mathematics. Good progress is made in writing. Lesson planning in Key Stage 1 does not always make sufficient use of assessment, so the pace of learning and the challenge for pupils is not enough to raise standards further. Children in the Reception year make good progress in some areas of learning but, overall, their progress is satisfactory. Being grouped with pupils in Years 1 and 2, the amount of time they have with their teacher is too limited. In addition, the teaching assistants, for the degree of responsibility they have, are not always well trained in the areas of learning of the Early Years Foundation Stage.

Parents and carers feel positively about the outcomes for their children and the school's new leadership. The governing body and headteacher have engaged with parents and carers effectively, keeping them well informed and building their confidence in the school and the federation. The good links with secondary schools makes possible a wide range of activities for pupils that otherwise a small school is unable to provide.

Pupils' attendance is above average and they enjoy school, which has a positive impact on their spiritual, moral, social and cultural development. Their behaviour is good, as is their attitude to learning. Staff ensure all pupils are well cared for and supported; pupils feel safe and have a good understanding of risk. They are active contributors in school through their work on the school council, their help in re-cycling the community's waste materials and raising money for charities at home and abroad.

Up to 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.

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What does the school need to do to improve further?

- Increase the rigour of lesson planning in Key Stage 1 by:
 - more effective use of assessment in matching work to each pupil's age and capability
 - providing pupils with challenging work and increasing their rate of progress.
- Develop further expertise in teaching mathematics in order to raise standards across the school.
- Improve provision for the Early Years Foundation Stage by:
 - increasing the amount of time the class teacher spends with Reception year children
 - training the teaching assistants so they take an effective lead with children in all the areas of learning.

Outcomes for individuals and groups of pupils

3

Most children start school with attainment below national expectations and make satisfactory progress up to the end of Key Stage 2. Currently, the rate of progress varies because of differences in the quality of teaching. In Key Stage 2, English lessons engage pupils and they improve at a good rate, particularly in their use of language in discussion and writing. Learning and progress in mathematics in Key Stages 1 and 2 are slower as there are gaps in pupils' understanding of number, calculation and problem-solving skills. However, these gaps are being tackled and closed in Key Stage 2, making progress satisfactory. Overall, pupils are satisfactorily prepared to start the next stage of their education.

The special educational needs of pupils are clearly identified and they are well known to staff. These pupils have the additional support of classroom assistants and parent volunteers. This support ensures these pupils stay on task and are helped to tackle problems they find particularly difficult such as spelling or finding the correct methods for calculating sums. As a result, they make satisfactory progress. The few learning English as an additional language are well integrated. They enjoy learning and engage in lessons and also benefit from the extra support in small out-of-class literacy and numeracy groups.

Pupils show interest in a healthy lifestyle although there is not a well-informed commitment overall to adopting one. Pupils develop their self-confidence well and show respect for each other. They express interest in, and have a positive regard for, people of different race, religion and culture.

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

These are the grades for pupils' outcomes

| | |
|-------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: Pupils' attainment ¹ | 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 | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 3 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Lessons in Key Stage 2 are planned well, making effective use of assessment to match work to the wide age range and abilities of pupils. The teaching of English is good, strengthened by subject expertise, which makes lessons lively and engaging. Pupils of all ages work independently and with motivation for long periods. Mathematics teaching is not so assured and gaps in pupils' knowledge and skills are still revealing themselves. There is not the same energy and enthusiasm in learning mathematics as a result. Planning in Key Stage 1 does not always use assessment effectively in modifying tasks to reflect the ages and abilities of pupils. Nevertheless, pupils tackle their work diligently and independently. The pace of learning is moderate and many pupils could achieve more, given greater challenges.

The curriculum provides satisfactory opportunities for pupils to make progress in literacy, numeracy and information and communication technology skills. In all of the work and activities offered there is much that contributes to pupils' enjoyment of school. A broad programme of after-school clubs, sports in particular, are well subscribed. The school year is punctuated with visits to churches, museums and, lately, a technology day at a local secondary school.

The school is a welcoming place for pupils and they are well cared for. Staff know pupils well and provide effective support for all those who need additional help. Behaviour is managed effectively through the school's reward scheme 'Reaching for the stars'. Good

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links provide ready access to specialist help from agencies, and good transition arrangements with secondary schools.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has established a vision, high expectations and the key components of effective self-evaluation. The staff are fully behind him and are being guided well by detailed improvement planning. Satisfactory arrangements for safeguarding are in place. Pupils are kept safe through a broad range of measures that are implemented satisfactorily. A comprehensive equalities policy leads to the school promoting equality of opportunity and tackling discrimination effectively. However, school and federation leadership and governance are at a formative stage; their impact on improvement, so far, is limited but satisfactory. Members of the governing body are organising themselves systematically, having established action plans and a schedule for monitoring the school's work. Subject leadership, which is to incorporate both schools, has been launched and the monitoring of subjects and teaching by leaders has begun. Good engagement with parents and carers has gained their support and ensures they are kept up to date with developments.

Good links with several schools and community groups enrich the curriculum and help to extend pupils' knowledge and understanding. A systematic promotion of all aspects of community cohesion is not yet in place. Nevertheless, the school's provision has a positive impact on promoting community cohesion in terms of pupils' spiritual, moral, social and cultural development, their contribution to the local community and to good causes worldwide.

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

These are the grades for leadership and management

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 3 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

Most children enter the Reception year with attainment that is below the level expected for their age. They leave, having made satisfactory progress, just below or near to the level expected before starting Year 1. Children enjoy their work and play, and they often try hard. Some make substantial progress in developing enthusiasm for learning. The opportunities for children to make progress across all the areas of learning are satisfactory. Sharing resources with pupils in Key Stage 1, the teacher and support staff in particular, hinders the scope for a sharper focus on their all-round development. There is a moderate amount of free-flow activities indoors and outside. The teaching of early literacy and numeracy skills, done mainly by teaching assistants, is satisfactory. However, they have not yet had sufficient training to enable them to raise the pace of learning and the challenge for children to increase their rate of progress. Leadership and management of Early Years Foundation Stage provision are satisfactory. Children's progress is tracked and recorded efficiently.

These are the grades for the Early Years Foundation Stage

| | |
|------------------------------------------------------------------------------------|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

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Views of parents and carers

The very large majority of parents and carers responding to the questionnaire express positive views of the school which are similar to those of inspectors. Some parents and carers who commented are still unsure how the new headteacher and the federation will affect the school. Others feel very positively about the changes, highlighting improvement in the school's communications with them. Inspectors found strengths in how the school engages with parents and carers.

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 19 completed questionnaires by the end of the on-site inspection. In total, there are 56 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 11 | 58 | 7 | 37 | 1 | 5 | 0 | 0 |
| The school keeps my child safe | 16 | 84 | 3 | 16 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 6 | 32 | 11 | 58 | 1 | 5 | 0 | 0 |
| My child is making enough progress at this school | 4 | 21 | 11 | 58 | 1 | 5 | 0 | 0 |
| The teaching is good at this school | 8 | 42 | 9 | 47 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 8 | 42 | 8 | 42 | 2 | 11 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 7 | 37 | 12 | 63 | 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) | 6 | 32 | 10 | 53 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 9 | 47 | 8 | 42 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 7 | 37 | 9 | 47 | 2 | 11 | 0 | 0 |
| The school takes account of my suggestions and concerns | 8 | 42 | 9 | 47 | 1 | 5 | 0 | 0 |
| The school is led and managed effectively | 6 | 32 | 10 | 53 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 9 | 47 | 9 | 47 | 0 | 0 | 0 | 0 |

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 all 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 | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| 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.



4 February 2011

Dear Pupils

Inspection of New York Primary School, Lincoln, LN4 4XH

Thank you for the warm welcome when inspectors visited your school, and many thanks to the members of the school council who met with me to discuss their work and explain how much they enjoy school.

Here are some of the good things about your school:

- your teachers and teaching assistants care a good deal for you and support you well
- as a result, you feel safe in school and your behaviour is good
- you enjoy school a lot, especially the many activities out of class and after school and your attendance is above average
- you show considerable generosity by being helpful around school and by raising money for many good causes.

I have told the headteacher that your school is satisfactory because your progress is satisfactory although better in English than mathematics. You can make much better progress. The headteacher, the staff and governing body are now setting about improving the school and raising the standard of your work.

We have asked them to:

- improve the opportunities for Reception children to learn and make progress
- plan lessons in Years 1 and 2 more carefully so that your work is always challenging
- improve the quality of teaching in mathematics.

You can help to improve your school by continuing to attend regularly, behaving well and working as hard as you can. I wish you all the very best for the future.

Yours sincerely

Alan Lemon

Lead inspector

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