



New York Primary School

Inspection Report

Unique Reference Number 120467
LEA LINCOLNSHIRE LEA
Inspection number 282912
Inspection dates 8 November 2005 to 9 November 2005
Reporting inspector Mr. Paul Brooker LI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary	School address	Langrick Road
School category	Community		LN4 4XH
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01205280320
Number on roll	47	Fax number	01205 280320
Appropriate authority	The governing body	Chair of governors	Mrs.J Fereday
Date of previous inspection	27 September 2004	Headteacher	Miss. Judith Holden

Age group 4 to 11	Inspection dates 8 November 2005 - 9 November 2005	Inspection number 282912
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

The school is very small, with just forty-seven pupils in two mixed-age classes. The pupils come from the village of New York and the surrounding rural area; all are of white British heritage. Many of the pupils come from families that face social or educational disadvantage. About 47% of pupils have learning difficulties and disabilities, a proportion that is very high. One pupil has a Statement of Special Educational Needs. When the school was inspected in September 2004 it was judged to require special measures.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school no longer requires special measures. When the school was inspected just over a year ago it was judged to require special measures because of significant underachievement and unsatisfactory teaching. The school has responded positively to the findings of that inspection and has made good progress in addressing the areas for improvement. The headteacher has led this recovery well. Procedures for checking the work of the school have been tightened and there has been significant improvement in the quality of teaching. Attainment is rising and is broadly in line with age-related expectations although standards and achievement remain weaker at Key Stage 1 than at the end of Key Stage 2. The school judges that its overall effectiveness is satisfactory. HMI agrees that it is an effective and improving school with notable strengths. A particular strength is the good personal development of the pupils. There is a strongly inclusive and caring ethos. The school aims to make each child special and provides very good support for its pupils and also for families in the community. Despite its small size, the school works hard to provide a stimulating curriculum with many interesting enrichment opportunities. Teaching has several strengths, but sometimes lacks sparkle. The pupils make satisfactory and often good progress in lessons. They enjoy their learning and generally work with interest and enthusiasm. However, teaching is not consistently effective in meeting the wide range of abilities in each class. Since the school went into special measures, the local authority's support and guidance have focused well on the key areas for improvement and have been of good quality. Nonetheless, the school has demonstrated that it is able to check its own progress and manage its future development. The fact that the school has done so much in this short time clearly demonstrates that it has the capacity for further improvement. The school provides satisfactory value for money.

What the school should do to improve further

- Continue to raise standards and achievement, particularly in literacy and numeracy in Key Stage 1. - Further strengthen the quality of teaching by ensuring that work is planned to meet the wide range of needs in each class.

Achievement and standards

Grade: 3

Attainment on entry varies from year to year, but taken over time is below average. Small cohorts make comparisons unreliable and results have fluctuated over recent years. However, standards of attainment in the end-of-Key Stage 1 and Key Stage 2 tests have, in the past, been well below the national median for all schools, particularly in Key Stage 1. However, standards of attainment at Key Stage 2 have risen more quickly than the national trend over recent years. Results in the most recent Key Stage 2 tests in 2005 are above those seen nationally. Standards in Key Stage 1 tests in 2005 increased significantly in reading and writing, although standards in mathematics

remain too low. Overall standards in the Foundation Stage are in line with those seen nationally. Although not all reception pupils reach the levels expected by Year 1, they make at least satisfactory progress given their starting points. The reception pupils make particularly good progress in social development. The school has good systems for recording and analysing the pupils' progress. Analysis of results in national and non-statutory tests is effectively used to guide curriculum development and to provide suitable support for individual pupils. The pupils, including those with learning difficulties and disabilities, make at least satisfactory progress as they move through the school. Achievement is satisfactory overall, and often good in Key Stage 2.

Personal development and well-being

Grade: 2

The pupils' personal development is good, with several outstanding aspects. There are very good relationships between adults and pupils, and between the pupils themselves. The pupils are very well behaved and have positive attitudes to learning. Older pupils are responsive and confident to participate in lessons. Some of the younger pupils do not readily co-operate with one another when they first come to school, but they soon learn how to work and play together. A strong feature of their positive attitudes is the fact that pupils of all ages collaborate well and are patient and kind with one another. The pupils enjoy their lessons and want to do well. They spoke enthusiastically about their many trips and other enrichment opportunities, such as the visit to the Hindu multi-faith centre, the Imperial War Museum and the residential activity centre. The pupils feel safe and know who to turn to when they need support. However, they have few opportunities to participate in sports or other forms of exercise out of school. The pupils' spiritual, moral, social and cultural development is good. Assemblies are happy and communal occasions. The pupils make good progress in developing the personal qualities, such as self-esteem, confidence and team skills, that will help them in later life. They are given good opportunities to contribute to school improvement through the active school council. Attendance is very high at 96.5 % and levels of unauthorised absence are very low. Punctuality is good.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching has improved since the last inspection and is satisfactory overall. Classrooms are pleasant and well-ordered places to learn; displays of the pupils' work are colourful and make a positive contribution by supporting learning and celebrating achievement. There is a good climate for learning in all classes and teachers are skilful in including pupils of all ages. Teachers are beginning to make regular use of information and communication technology (ICT) to support learning, but its potential is underdeveloped. The pupils make satisfactory and often good progress in lessons in response to well structured and well managed teaching. Work is clearly explained and pupils are given a good range of independent activities. The pupils'

work is carefully marked and targets guide what they need to do to improve. Teaching has many strengths and some of the lessons are lively and interesting. However, some lessons lack the necessary pace to engage and challenge pupils of all ages and abilities. Work is not always well matched to the specific needs of different pupils.

Curriculum and other activities

Grade: 3

The school curriculum is well matched to the ages and interests of the pupils. There are well established plans for all subjects and teaching makes good links between different areas of the curriculum. There is sound provision for literacy, numeracy and ICT and a strong emphasis throughout the school on developing the pupils' personal and social skills. The curriculum is varied and stimulating and provides some excellent enrichment, for example through theme days, special weeks and visiting teachers, coaches and speakers. The school works hard to broaden the pupils' experience of other cultures by integrating a very wide range of experiences into the curriculum. Pupils particularly appreciate having visitors and going on trips and visits, including residential experiences. They have many opportunities to contribute to and take on responsibilities in the school community. However, there are few out-of-school clubs or activities. Some pupils said that they would like more.

Care, guidance and support

Grade: 2

The school cares well for its pupils and does a good job in safeguarding their welfare. Many parents also turn to the school for advice and support on a wide range of issues. The school takes steps to promote healthy eating and to encourage healthy lifestyles. Children are taught about the importance of a balanced diet and the benefits of regular exercise. Members of staff have a good knowledge of the pupils' social and emotional needs. They support the pupils well by being sympathetic and understanding, but they also give clear guidance and communicate high expectations. Child protection procedures are firmly established. The pupils' academic progress is carefully monitored.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall with notable strengths. The headteacher's day-to-day management is good and her strategic leadership is sound. She has responded positively to the findings of the last inspection and has worked hard to address the weaknesses identified in the school's leadership. The headteacher is committed to the pupils' welfare and also to the school's further improvement. Procedures for checking the school's work are now systematic. Lesson observations are effectively used to strengthen teaching. Staff feel well supported; morale is good and the school is a happy community. This means that all staff work very hard and are keen to improve the school. The school's self evaluation is accurate and is effectively used to prioritise areas for development. Subject leadership in mathematics, science

and English is good, although the development of other curriculum roles has been hampered by staff changes. Since the last inspection resources have developed well. The school's resources for ICT are good, with interactive white boards in each classroom and wireless laptop computers. A covered outdoor play area has been developed for Foundation Stage pupils. The school seeks the views of parents and responds to their needs. A recent mathematics workshop was well received. Plans are in place to extend this so that parents feel better able to support their children's learning. The school has developed good links with outside agencies to support the pupils' academic development and personal welfare. Governance is satisfactory. The governing body has been strengthened since the last inspection. There have been new governors, effective training and better guidance from the headteacher. Suitable procedures have been developed to ensure that the governing body is able to hold the school to account.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

When the inspectors visited your school last year they decided that it was not good enough and needed to improve. It has been my job to check up on the school and see how you are all doing. I have now visited your school on three occasions. You and all the staff have always been very welcoming. This has made your school a lovely place to visit. Thank you for being so helpful and talking to me about your work and what you like about your school. Many of you were keen to tell me all about your trips, visitors and other interesting activities. I agree with you and your teachers that the school has improved a lot in just one year. I have written a report that says that the school no longer requires special measures. There are lots of good things about your school. One of the most obvious strengths is that it is a very caring place to work and play. The school staff, look after you well, and you are very kind and helpful with one another. Your teachers work hard to make your learning interesting, and lots of your lessons are good. However, there is always room for improvement. In particular I have asked your teachers to: - work hard to keep improving the school's results - and to make sure that you do even better with your learning in lessons Best wishes for the future.