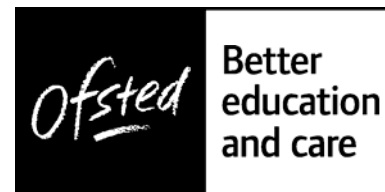


Institutional Inspections and Frameworks Division
4th Floor
Alexandra House
33 Kingsway
London
WC2B 6SE

Direct Tel 020 7421 6594

Direct Fax 020 7421 6855

www.ofsted.gov.uk



27 June 2005

Mrs J Heard
Headteacher
The New York Primary School
Langrick Road
New York
Lincoln
LN4 4XH

Dear Mrs Heard

Implementation of The New York Primary School's Action Plan

Following the visit of Paul Brooker HMI to your school on 13 and 14 June 2005, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings which are recorded in the attached note.

The visit was the second monitoring inspection since the school became subject to special measures. The focus of the inspection was to assess: the pupils' standards of attainment and their progress; the quality of education provided; the leadership and management of the school; the pupils' attitudes and behaviour; and the progress that has been made in implementing the action plan.

The school has made reasonable progress since the last monitoring inspection and reasonable progress overall since being subject to special measures.

I am copying this letter and the note of the inspection findings to the Secretary of State, the chair of governors and the Director of Education and Cultural Services for Lincolnshire. This letter will be posted on the Ofsted website.

Yours sincerely

Andrew Reid
Head of Institutional Inspections and Frameworks Division

IMPLEMENTATION OF THE NEW YORK PRIMARY SCHOOL'S ACTION PLAN

Findings of the second monitoring inspection since the school became subject to special measures

During the visit six lessons or parts of lessons, two registration sessions and one assembly were inspected. Meetings were held with the headteacher, the chair of governors and the Class 1 teacher. Informal discussions were held with other members of staff and with pupils and samples of work were examined. A range of documents was scrutinised. Using this evidence, HMI made the following observations to the headteacher, a representative of the governing body and a representative from the LEA.

The substantive teacher in Class 1, who has been on long-term absence, has resigned; the interim teaching arrangements for this class will continue until the end of the autumn term. At the time of the visit the part-time teacher in Class 2 was absent.

The pupils make sound progress overall. The quality of learning was at least satisfactory in all lessons observed, including two in which the pupils made good progress. In each class there is a wide range of ability. In most year groups the standard of the pupils' work is broadly in line with age-related expectations. A few pupils produce work that is of a high standard, but standards of literacy and numeracy for a significant number of pupils in each class are below those expected. Younger pupils have an insecure grasp of phonics and many do not write or spell with sufficient accuracy. The school's provisional analysis of results in Key Stage 1 tests indicates that standards in reading, writing and mathematics are higher than last year, but it is unclear whether this represents satisfactory achievement.

The overall quality of teaching continues to strengthen. The school's monitoring indicates that teaching is at least satisfactory, with half of lessons good or better. On this visit the quality of teaching was at least satisfactory in all lessons, including two that were good. The strengths identified previously have been consolidated. All lessons had good features: the pupils were well managed and directed; work was carefully explained and well prepared with a good variety of resources and some interesting activities. Group work was well organised and well supervised by the adults in each class. Classroom displays illustrate the good range and variety of work that the pupils have done over time. The best work was well paced and was effectively underpinned by skilful questioning. The pupils made clear gains when independent activities enabled them to develop and extend their understanding and skills through collaborative work.

Some weaknesses were common across several lessons. Teaching assistants provide more confident and often good support for individual pupils and small groups, but their role was not well planned during whole-class sessions. Learning objectives presented the pupils with suitable challenge, but specific learning outcomes were insufficiently defined or differentiated. The pupils worked steadily,

but in a few lessons they were unclear what was expected of them; some work lacked sufficient challenge for the higher attaining pupils. Starter sessions usefully set out what the pupils were going to do, and some plenaries recapped well. However, assessment was not well integrated into these sessions and there were too few strategies to engage all the pupils. The school's information and communication (ICT) resources have improved, with interactive white boards in each classroom and wireless laptop computers. Teachers are beginning to make regular use of ICT in lessons, but its potential is underdeveloped.

The school has a strongly inclusive ethos. The pupils enjoy their learning and often work with interest and enthusiasm. They behave very well and most have positive attitudes to learning; attitudes and behaviour were at least satisfactory in all lessons, including four that were good. The attitudes and behaviour of the younger pupils has improved; they now work more collaboratively and purposefully. At 96 per cent for the school year to date, attendance is well above average.

The headteacher's day-to-day management is good. Despite the additional demands on teaching and management caused by staff absence, she has continued to monitor the work of the school and to guide its improvement. Staff morale is good and all staff have a positive approach to school improvement.

LEA support for the Foundation Stage has been good. In addition, the LEA has provided good training and guidance for the headteacher and governors, and has supported developments in ICT and science well.

Action taken to address the areas for improvement

1: improve the quality of teaching and learning in order to raise pupils' achievement

Despite staffing difficulties, the school and LEA monitoring indicates that the quality of teaching continues to strengthen. There remain some weaknesses, but teaching is sound overall and often good. The Class 1 teacher has focused appropriately on establishing good routines and strengthening the pupils' attitudes to learning. This approach has been effective: the pupils are more settled and productive in lessons.

The teaching and learning policy has been reviewed.

Progress is reasonable.

2: improve the quality and range of the curriculum, particularly for the Foundation Stage

The temporary Class 1 teacher has worked hard to plan a suitably varied curriculum for the wide range of abilities in the class. Provision for the pupils in Key Stage 1 and the Foundation Stage has improved, although meeting their wide range of academic and social needs remains a challenge.

In general, the pupils enjoy a varied curriculum. The school exploits a wide variety of opportunities to enrich the pupils' learning with themed days and weeks, and a good variety of trips, residential visits, visiting speakers and coaches.

Progress is reasonable.

3: ensure that leadership and management and governance focus relentlessly on raising achievement through monitoring, evaluating and developing teaching and the curriculum

The headteacher has responded positively to advice and support and has sustained well the school's improvement. Systems for monitoring and evaluating the work of the school have given her a clear overview of the quality of provision and a better understanding of standards in Key Stage 1 and the Foundation Stage. The headteacher's lesson observations are reasonably detailed and provide good feedback for staff. However, this monitoring does not focus sharply enough on the quality of learning, the pupils' progress and the factors that affect these.

Useful work has been done on developing science and assessment. However, the development of subject leadership roles has been constrained by staff absence.

The governing body is better organised but remains under strength. LEA training has been suitably tailored to meet the specific needs of the governing body; the governors have a clearer understanding of their role and have procedures for gathering information on the school. Reports to the governing body are clear, concise and suitably detailed. However, the governing body is not yet effective in fulfilling its monitoring role.

Progress is reasonable.