



New York Primary School

Inspection Report

Unique Reference Number 108607
Local Authority North Tyneside
Inspection number 288139
Inspection dates 27–28 September 2006
Reporting inspector Joe Clark

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

Type of school	Primary	School address	Lanark Close
School category	Community		North Shields, Tyne and Wear
Age range of pupils	3–11		NE29 8DP
Gender of pupils	Mixed	Telephone number	0191 2006338
Number on roll (school)	236	Fax number	0191 2001070
Appropriate authority	The governing body	Chair	Mr William Oliver
		Headteacher	Mrs Lesley Colthart
Date of previous school inspection	1 June 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

New York Primary School takes its pupils mainly from areas of high social and economic disadvantage. Almost half its pupils are entitled to free school meals. Very few pupils do not have English as their first language. The proportion of pupils with learning difficulties and/or physical disabilities is well above average. There are a small number of minority ethnic pupils. When children enter the Nursery, their communication and language skills and their social skills are well below average. The school has a Healthy School Award, Active Schools Sportsmark Award and the Basic Skills Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with many outstanding features. The excellent leadership of the headteacher has transformed the school from one causing the local authority some concern, to one where teaching is now good throughout the school and in which pupils make good progress. By the end of Year 6, standards are average overall, but standards of writing are not as high as in other areas. The capacity to improve even further is excellent because the systems to check on how the school is performing and where it needs to get better are outstanding. Parents have confidence in the way the school is run and support the principles it adopts. From the time children enter Nursery or Reception, the care the school takes safeguarding their welfare is exceptional. Links with other agencies are excellent. Teachers and other adults provide admirable role models. They treat pupils with respect and are always pushing them to achieve their full potential. Consequently pupils enjoy school, as reflected in their above average attendance and the way they throw themselves into the life of the school. They take full advantage of the excellent range of extra-curricular activities, especially in sport and music.

Although many pupils join the school from difficult backgrounds and with challenging behaviour and attitudes, they soon settle into the routines and expectations of the school. High standards in all areas are demanded from the outset and pupils soon acquire good behaviour and consideration for others. The nurturing of pupils' personal qualities is outstanding. At break and lunchtimes pupils play well together. They use the impressive range of outdoor play equipment enthusiastically and sensibly. They talk knowledgeably about the importance of healthy eating and keeping fit. They are eager to take on responsibility and their contribution to the life of the community, both within and without school, is outstanding. They are friendly, easy to talk to and confident. One girl sought inspectors out and handed them a note saying, 'I hope you like our school because we do! Our teachers are lovely and we have great after school clubs'.

By Year 6, pupils are already focused on how well they might do in the end of year national tests. The excellent assessment system the school has developed helps them identify exactly what it is they need to do to improve their work. Teachers use the data to target specific weaknesses and bring about improvement. This is working exceptionally well for pupils with learning difficulties and/or physical disabilities who make excellent progress because of the quality of assessment but also because they receive good personal and curriculum support. Higher attaining pupils achieve well overall, but with the curriculum matched more closely to their abilities they could achieve even better.

What the school should do to improve further

- Develop and improve standards in writing.
- Improve the curriculum for higher attaining pupils to help them achieve their best.

Achievement and standards

Grade: 2

Children join the school in Nursery or Reception with standards well below national expectations. They make good progress through the Foundation Stage and Key Stage 1, and by Year 2 their standards are just below average. Pupils continue making good progress through Key Stage 2 and, by the time they leave school at the end of Year 6, their standards overall are average. Standards are rising, but the proportion of pupils who achieve the higher Level 5 in their end of Key Stage 2 tests is below average. Because of good teaching and excellent assessment systems, all groups of pupils, including those who receive free school meals, achieve well. Compared to pupils in similar schools they do very well, and in some subjects they often do extremely well. In 2004, for example, their English results at the end of Year 6 were in the top 4% of all schools in the country; in 2005 in mathematics, they were also in the top 4%. Across the school, standards in writing are not as high as in other aspects of English. Pupils with learning difficulties and/or physical disabilities make excellent progress because of the effective way their needs are identified and the excellent support they receive from teaching assistants.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding. Through assemblies and the planned curriculum, pupils have excellent opportunities for reflection, celebration and consideration of different cultures. Attendance is above average. Unauthorised absence is virtually unknown. Pupils have good attitudes and behave well. They make an excellent contribution to the school and local community. Good links with local businesses support the school well, for example, with the daily breakfast club, and pupils develop sound basic skills that prepare them well for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers have high expectations, plan lessons that interest and motivate pupils and help them become independent learners. Relationships with pupils are excellent and provide invaluable support and encouragement. Occasionally the pace of lessons is too slow and pupils do not make as much progress as they could, particularly higher attaining pupils, some of whom could achieve higher levels at the end of Year 6 with better targeting. Assessment is outstanding and is one of the chief reasons why pupils make such good progress. One of the school's teaching strengths is the good use made of teachers' expertise in subjects such as music and

physical education. Teaching in the Foundation Stage is good and enables children to make good progress.

Curriculum and other activities

Grade: 2

The curriculum meets the needs of pupils well. All statutory requirements are met and the provision of a modern foreign language extends and enhances pupils' learning. Good links exist with the local high school, particularly in science. These links contributed to the school's much improved science results in Year 6 national tests in 2006. Provision for pupils with learning and/or physical difficulties is excellent and their progress is outstanding. Higher attaining pupils achieve well but better curriculum provision is needed to help them achieve their best. The range of extra-curricular activities, and pupil participation, is outstanding.

Care, guidance and support

Grade: 1

The quality of the care, guidance and support the school provides for its pupils is outstanding. The school sees this aspect of its work as crucial to how well pupils achieve. Links with outside agencies and other providers are excellent and support not only pupils, but their families and other carers. The safeguarding of pupils is given a high priority. Pupils feel safe in school and trust their teachers and other adults. They receive excellent guidance on how to improve their academic standards and reach challenging targets.

Leadership and management

Grade: 2

This is a well led and managed school and provides good value for money. The headteacher provides outstanding leadership. High expectations of staff, pupils and parents have raised aspirations and given confidence. There is a clear, well articulated vision of a school where pupils' achievement both academic and personal is paramount. Difficult issues have been tackled courageously, particularly in improving the quality of staffing and standards of teaching. Issues from the previous inspection have been robustly and successfully tackled. Parents have confidence in the school. One comment was typical of many: 'My children's education is very important to me and in all honesty New York Primary exceeds all of my expectations.' The Foundation Stage is well led and managed. Governors provide effective support. Improvement since the previous inspection has been good. The new management team is providing effective support but has not had time yet to make a positive impact on raising pupils' achievement.

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Inspection judgements

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

New York Primary School

Lanark Close

North Shields

NE29 8DP

30 September 2006

Dear Pupils

Thank you so much for the warm welcome you gave us when we visited your school recently. We really appreciated the help you gave us in sharing your work and your ideas about the school. These are some of the things we decided upon.

You have a brilliant headteacher.

Your teachers and other adults are people you can look up to because they teach you well and help you make good progress.

The school takes really good care of you.

There is a fantastic range of after school clubs and activities.

At assembly you are easily fooled into thinking a peach makes a better prize than a potato!

Your behaviour in school is good and everybody gets on well together.

If you really struggle with your work the help you get is amazing.

You know how important it is to eat healthy food and keep fit.

We have asked the school to help you in two simple ways:

*help you to improve how you express yourselves through different forms of writing

*help those of you who find it easy to do well to do your very best.

Thank you once again for being so friendly and helpful.

Yours faithfully

Joe Clark

Lead Inspector