

# New Earswick Primary School

## Undenominational Voluntary Aided

Hawthorn Terrace, New Earswick, York, YO32 4BY

### Inspection dates

12–13 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

### Summary of key findings for parents and pupils

#### This is a school that requires improvement. It is not good because

- Teaching in Years 1, 2 and 3 requires improvement. Teachers' expectations are not high enough. Pupils' progress is not fast enough and their attainment in these year groups is not as high as it should be.
- More-able pupils do not read and write as well as they should and consequently few reach the higher levels, especially in writing.
- Middle leaders do not use their subject expertise in order to help improve teaching and accelerate progress in literacy.

#### The school has the following strengths

- Children make good progress in the Early Years Foundation Stage. They are taught successfully and have many exciting learning opportunities both indoors and outside.
- Teaching is good in upper Key Stage 2. Pupils make good progress in Year 6 where teaching is of a consistently high quality.
- More-able pupils do well in mathematics. Currently, 25% of Year 6 pupils are nearly two years ahead of the average for their age group.
- The senior leadership team checks pupils' progress often. This is leading to improved rates of progress for most groups of pupils. The school is improving as a consequence.
- The school gives good support to pupils who have behavioural difficulties. Pupils feel safe and the majority behave well.

## Information about this inspection

- The inspectors observed 15 lessons or parts of lessons taught by eight teachers. They also watched teaching assistants teach small groups in most classes.
- The inspection team observed lessons when pupils were taught how letters and sounds link together (phonics) and 'guided reading' lessons when they heard pupils read and discuss books.
- Lower-attaining readers in Year 2 and average-attaining and more-able pupils in Year 6 read to the inspectors.
- The inspectors sampled pupils' English and mathematics books in Years 1, 2, 3, 4, and 5 to check the standards of their work and how much progress they had made since September 2012.
- In addition, a group of pupils from Year 6 showed an inspector their writing and their work in mathematics. They talked about the books they liked to read and discussed what helped them to learn generally and what they found difficult.
- The inspectors held meetings with two groups of pupils, including school council members. They also held meetings with the headteacher, the consultant from the local authority who is assisting the leadership capacity, staff, the Executive Chair of the Governing Body and three governors. The lead inspector had two telephone conversations with the School Improvement Partner who represented the local authority.
- The inspection team looked at a range of documentation supplied by the school. This included information relating to safeguarding, data on pupils' progress and attainment and the school's evaluations of teaching.
- The inspection took account of 23 parents' views in the on-line questionnaire (Parent View).

## Inspection team

Lesley Clark, Lead inspector

Additional Inspector

Barbara Martin

Additional Inspector

## Full report

### Information about this school

- This school is smaller than the average-sized primary school. It was established by and is connected to the Joseph Rowntree Housing Trust.
- It provides nursery provision in the mornings. Children start in the term in which they are four years old.
- Most pupils are White British.
- The proportion of pupils eligible for the pupil premium (additional funding in this school for pupils known to be eligible for free school meals) is above average.
- The proportion of pupils supported through school action is average.
- The proportion of pupils supported through school action plus or who have a statement of special educational needs is above average.
- Four of these pupils have dual registration with other educational providers to meet their special educational needs. They are educated off-site for part of the week for speech and language support or to receive additional support to improve behaviour.
- The school meets the current government floor standards, which set the minimum expectation for pupils' attainment and progress.
- A consultant from the local authority's school improvement team supports the leadership team for two days a week. A deputy headteacher joins the school in April 2013.
- The Executive Chair of Governors, who is a national leader of governance, joined the governing body at the request of the local authority, when the previous Chair of Governors resigned in October 2012 and was not replaced. The majority of governors are new to the role.
- There have been several staff changes since the previous inspection.
- The pre-school provision, Little Rowans, and the children's centre were not inspected. They are inspected separately. The inspection reports can be found on the Ofsted website.

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

- Improve the quality of teaching and raise attainment in Years 1, 2 and 3 by making sure that:
  - teachers have high expectations so that they set suitably challenging work for all pupils
  - phonics lessons (where pupils learn how letters and sounds link together to form words) are pitched at the right level for different ability groups
  - tasks and activities enable pupils to build systematically on what they know and understand
  - teaching demonstrations and instructions are short and clear so pupils know what they are learning and how to tell if they have succeeded
  - pupils have sufficient time in lessons to work actively, productively and independently.
- Increase the progress of the more-able pupils so that more pupils reach higher levels in reading and especially in writing by making sure that:
  - they have more opportunities to read a wide range of up-to-date and interesting reading materials, both fiction and non-fiction so that they learn to read for pleasure
  - their handwriting is legible and presentation is of a high standard
  - they use a wide range of punctuation, complex sentences and paragraphs in their writing.
- Enable the literacy leader to contribute fully to the improvement of reading and especially writing, by taking the opportunities now available to monitor and evaluate the school's work.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children do well in the Early Years Foundation Stage and so they start Year 1 with skills that are broadly typical and sometimes above those for their age.
- Pupils' progress slows in Years 1, 2 and 3. Their attainment by the end of Key Stage 1 is generally below average in reading, writing and mathematics. By the time they leave school, most pupils across the school make the progress expected of them but not enough make better progress than this, especially in literacy.
- Pupils make consistently good progress in Year 6 and increasingly good progress in Year 5. The pupils currently in Year 6 are making great strides in mathematics. Half the pupils are working at higher than average levels and a quarter are working at secondary school Key Stage 3 levels.
- Attainment by the end of Year 6 is above average in mathematics. It is broadly average in English because few pupils reach the higher levels, especially in writing.
- More-able pupils do not always make enough progress and writing is a weakness across the school. Poor presentation and handwriting mar some otherwise competent, accurate writing. Older more-able pupils tend to write in short simple sentences. They do not demonstrate that they know how to use a wide range of punctuation and how to write paragraphs effectively.
- Pupils read competently but not particularly for pleasure. The range of fiction and non-fiction reading materials that pupils have to choose from is fairly narrow and so more-able pupils tend not to read for interest or as widely as they should. Younger pupils have some gaps in their understanding of how letters and sounds link together to form words because regardless of what they know and understand they all do the same work at the same pace. The result is that some pupils guess unfamiliar words rather than sound them out because they are not sure how sounds blend together.
- The school identified a gap between the progress of pupils in receipt of the pupil premium, including those known to be eligible for free school meals, and that of others. This is narrowing rapidly because of individual tuition to help this group of pupils to make up lost ground. Most are rapidly catching up with the attainment levels of pupils who are not known to be eligible for free school meals.
- The progress of disabled pupils and those with special educational needs has also accelerated recently. This is the result of a new initiative to teach them the main elements of the day's literacy and numeracy lessons in advance. In lessons, therefore, they have a head start and confidently use and apply the skills they have just been taught. This shows effective promotion of equal opportunity for pupils.
- Pupils who have dual registration make good progress in terms of their speech and language development and their behaviour. Both placements make good provision for their specific needs.

### The quality of teaching

### requires improvement

- Teaching quality varies across the school. It is good in the Early Years Foundation Stage and in upper Key Stage 2. Teaching quality requires improvement in Year 3 and in Key Stage 1 where there is some inadequate teaching on occasions.
- Where teaching is less effective, pupils have limited time to work actively, productively and purposefully. Introductions to lessons and teachers' demonstrations are over-long and sometimes unclear. This means that pupils waste time because they are not sure what to do.
- When teaching does not have sufficiently high expectations the work does not challenge all pupils. Sometimes pupils repeat work or do not move on to new learning fast enough because the teaching does not take fully into account what pupils know and can do already.
- Teachers' knowledge of teaching writing skills is less secure than in the other subjects. As a result, pupils do not always develop accuracy in the use of punctuation and paragraphs.

- In the Early Years Foundation Stage, the teaching excites and challenges children. It also gives them frequent opportunities to use their language, literacy and numeracy skills. For instance, children made magical, bubbling potions from vinegar, fairy liquid, coloured water, glitter and bicarbonate of soda. This sparked animated discussion and careful counting of quantities.
- The good teaching is characterised by clear explanations and a purposeful start. For instance, mathematics lessons usually get off to a good start with finely graded mental and oral activities for different groups of pupils. Teachers check pupils' progress frequently during lessons and use the information to push pupils' learning on.
- Teaching assistants are used well across the school to promote the learning of disabled pupils and those with special educational needs by teaching them new skills in advance of lessons.
- The best teaching gives pupils frequent opportunities to work together, challenge each other and explain their reasoning. Questioning probes pupils' understanding and so they learn to ask searching questions in return. As a result of such teaching, for example, a group of Year 6 pupils set each other the task of calculating a specific number that is squared then multiplied by another number to give 800. They then worked out a foolproof method of doing it.
- Although there are some inconsistencies in the way that teachers mark pupils' work, more is now of good quality. Most pupils know what to do to improve their work and teachers give them time to make amendments. This is helping pupils to make better progress.

### **The behaviour and safety of pupils**

### **requires improvement**

- Attendance is average. Most pupils arrive very punctually so lessons start promptly. The majority of pupils behave well and respond positively to their teachers' good behaviour management. They generally respect the school rules and understand the boundaries. They know what happens if they overstep the mark. However, behaviour is not consistently good because pupils do not always show enough self-discipline when they are not closely supervised such as in corridors.
- Behaviour is best in lessons where pupils are actively involved and challenged. In lessons where teachers do not give pupils enough to do, they talk about other things or become restless when they have to sit still and listen for too long at a stretch.
- However, pupils are beginning to show increasingly good learning behaviour. For instance, more-able pupils in Year 2 did more examples than they were asked to because they had finished their work early. The school's records confirm an improvement in pupils' attitudes to learning.
- Pupils like coming to school. They enjoy playing with their friends. They like the breakfast and after-school clubs and say these are fun. They are also keen on the extra-curricular clubs, especially the sports ones.
- Pupils who have behavioural difficulties are given good support so they, too, can enjoy school. They know where to seek help if they need it. Those with dual registration for behavioural problems slot back into school life seamlessly because they get the right help for their needs.
- Pupils say that there is very little bullying of any kind. They are sure that there is no racism. The school's records confirm that pupils do not use abusive language or single out others because they are different; while there is some name-calling this is minimal and dealt with quickly and effectively. Pupils know about the different types of bullying and have a good understanding of internet safety.
- The school council is well respected by other pupils. It is a very professional body and councillors are proud of their school. They feel they have a voice and they discuss seriously issues that pupils bring to their attention.

## **The leadership and management** requires improvement

- The local authority has given timely support to the leadership over the past year to assist the school leaders to be better during a period of staffing and governance difficulties. This has successfully strengthened leadership and management and enabled it to focus on improving pupils' achievement. The school is now at the point where many things are improving but they have not yet gone on for long enough to be regarded as fully effective.
- Leaders clearly know the school's strengths and areas for improvement. They track pupils' progress very carefully, checking the impact of teaching on learning. They have an accurate understanding of where they need to focus support or to offer further professional development.
- School leaders check teaching quality assiduously through lesson observations, 'drop in' visits and checking work in pupils' books. They then go back to ensure that teachers have acted on the points for improvement.
- However, the role of literacy subject leader is less well developed than other aspects of middle leadership. This is because there has not been the chance to use the literacy leader's expertise in monitoring literacy teaching and pupils' progress, in order to contribute fully to the improvement of reading and writing. Staff have visited outstanding schools and adopted elements of their practice. There is some innovative teaching as a result, especially in mathematics. Staff are keen to improve their practice further. Consequently, the proportion of good and better teaching is increasing steadily.
- Arrangements to check the performance of staff are closely linked to pupils' progress and to teachers' professional development. These are very well-evidenced and are used to reward good teaching. Teachers who underperform do not pass the pay threshold until their teaching is shown to be effective at securing good rates of progress for the pupils they teach. Regular meetings to check pupils' progress ensure that teachers are fully accountable.
- Safeguarding meets statutory requirements. Parents confirm that their children are safe and enjoy coming to school because they are well looked after.
- **The governance of the school:**
  - Governors have responded very positively to the lead given by the Executive Chair of the Governing Body. They have an action plan to improve governance, produced through a review of the way they work, which includes further training, especially for new governors. Governors now understand the data relating to pupils' achievement and ask the right questions. For example, they suggested updating the systems to check pupils' progress in order to free up more leadership time to focus on improving teaching quality. They know that teaching is improving and that teachers only progress up the salary scale if they meet challenging targets. Governors clearly hold the school more rigorously to account for pupils' progress. They check that the funding for pupil premium pupils is making a difference to these pupils' learning. They ensure safeguarding meets requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	121661
<b>Local authority</b>	York
<b>Inspection number</b>	402044

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	208
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Lewis
<b>Headteacher</b>	Carole Dickson
<b>Date of previous school inspection</b>	9 June 2010
<b>Telephone number</b>	01904 768228
<b>Fax number</b>	01904 750535
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