

New Earswick Primary School

Hawthorn Terrace, New Earswick, York, North Yorkshire, YO32 4BY

Inspection dates 11–12 March 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Require improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

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

- Pupils in Key Stage 2 do not make consistently good progress from their starting points in reading, writing and mathematics. This is the case for different groups of pupils, including disadvantaged pupils.
- Teaching in Key Stage 2 requires improvement. Teachers do not always use information from their checks on pupils' understanding to provide pupils with tasks that match their needs.
- Marking of pupils' work in Key Stage 2 does not always specify what pupils need to do to improve their work. As a result, opportunities to improve pupils' understanding and learning are missed, which slows progress.
- The way progress data is collected and recorded makes it difficult for leaders to identify underachievement of groups of pupils quickly enough.
- Where systems implemented since the last inspection are having a variable impact on pupils' progress, leaders do not have a clear enough understanding of why there is inconsistency. The school's use of the pupil premium funding for example, is not proving effective in Key Stage 2.
- Leaders' actions, including those of governors, to improve teaching have not ensured that it is consistently good in Key Stage 2.

The school has the following strengths

- Children in the early years make good progress from their starting points because their needs are well understood and teaching activities meet those needs well.
- Pupils' attainment in Key Stage 1 has improved rapidly. Standards at the end of Year 2 are in line with age-related expectations.
- The pupils' knowledge of phonics is good and a very high proportion of pupils meets or exceeds the expected level in the check of their knowledge at the end of Year 1.
- The outcomes of pupils with special needs are now good.
- Leaders and governors have secured improvements to teaching in Key Stage 1 in reading, writing and mathematics. They have also worked effectively to eradicate inadequate teaching across the school.
- The leaders and governors have worked effectively to improve behaviour. Pupils now conduct themselves well; they take pride in their work and do all that is asked of them. Pupils are kept safe in school and feel safe.
- Leaders have worked well to improve pupils' behaviour for learning, attendance and to reduce the number of serious behaviour incidents.

Information about this inspection

- Inspectors observed teaching and learning in a range of lessons. Four lessons were observed jointly with the headteacher and deputy headteacher.
- Inspectors observed and spoke with pupils during lessons, at break times and at lunchtime. Inspectors also met formally with groups of pupils from Key Stages 1 and 2, and observed pupils in assembly.
- Meetings were held with the headteacher and senior and middle leaders. A meeting also took place with members of the governing body. Inspectors also met a representative from the local authority.
- Inspectors observed the school's work and looked at a range of documents, including pupils' work in their books and children's 'learning journals' in the early years. The school's arrangements for safeguarding, performance management procedures, attendance data and information about pupils' current progress and attainment were also reviewed.
- Inspectors considered the 26 responses to the on-line questionnaire (Parent View). They also spoke to parents as they brought their children to school.

Inspection team

Fiona McNally, Lead inspector

Additional Inspector

Mark Williams

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- Almost all pupils are of White British heritage.
- A higher than average proportion of pupils is disadvantaged and supported through the pupil premium. The pupil premium is additional government funding provided to support pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of pupils with disabilities or special educational needs is above average.
- Children enter the school in Nursery on a part-time basis. They move into Reception on a full-time basis.
- The school does meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- A small number of Key Stage 1 pupils attend Danesgate Community Behaviour Provision on a full-time basis. A small number of pupils from Key Stage 2 attend Haxby Road Academy for Speech and Language support on a part-time basis.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is always good or better in Key Stage 2 to enable pupils to make good progress in reading, writing and mathematics, by:
 - ensuring that teachers use the checks they make on pupils' work to inform their lesson-planning, so that teachers provide pupils with activities that match their learning needs well
 - making sure that, when giving feedback to pupils, teachers are specific about what pupils need to do next in order to move their learning on rapidly
 - improving the effectiveness of teachers' questioning to elicit pupils' understanding, so that misconceptions can be addressed promptly and new learning moved on swiftly.
- Improve the leadership of the school to support the improvement of teaching in Key Stage 2 and ensure pupils' achievement improves by making sure that:
 - systems to record pupils' progress allow all leaders and staff to have a clear picture of how well different groups of pupils are doing
 - leaders, governors and teachers use information about pupils' progress to identify underachieving pupils quickly and to support them accordingly
 - the use of pupil premium funding always has a good impact on improving the progress made by disadvantaged pupils, so that those in Key Stage 2 achieve as well as those elsewhere in school.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

require improvement

- Leadership and management of the school require improvement. The school has not yet improved teaching across the whole school, meaning that the achievement of different groups of pupils in Key Stage 2 is not good enough.
- The tracking of pupils' data is not coherent enough; there are various ways in which data are monitored. As a result, there is not always a timely enough response to groups of pupils' underachievement when this becomes apparent and so the achievement of Key Stage 2 pupils requires improvement.
- The school's evaluation of pupils' outcomes are not always detailed enough and, therefore, lack robustness. In Key Stage 1, leaders are clear about the improvements made and how they have been achieved. In Key Stage 2, there is less clarity about why the same systems have not had a good enough impact on pupils' achievement and leaders have an overgenerous view of the effectiveness of teaching in Key Stage 2.
- The school leaders have been mindful of the improvements they had to make from the last inspection and have implemented new systems for supporting improvements in mathematics and literacy. The impact of these systems has been good in Key Stage 1, where pupils' attainment is now in line with that expected for their age. This demonstrates good progress up until the end of Year 2 for the pupils, many of whom entered the school with levels of development below those typical for their age.
- In Key Stage 2, the impact of the new systems has not been consistently good. At times, the systems are not used well to identify the right pupils who could benefit from extra support and some of the support given has not been specific enough, despite the regular assessment of pupils.
- The appraisal arrangements in school are effective. Teachers are more accountable and the performance of their pupils is central to teachers' success in meeting their targets. As a result, teaching in Key Stage 1 has improved and is now consistently good. In Key Stage 2, the systems have been successful in eradicating the weakest teaching; there is no longer inadequate teaching in the school.
- The primary sport funding is being used well by the school. The funding has led to heightened participation of all groups of pupils in sporting activities, an increase in the variety of sports they can do and the participation of pupils in sporting competitions, all of which has meant that pupils are doing a lot more physical activity than before. In addition, the quality of teaching of physical education has improved consistently across the school, thanks to specialist coaches leading sessions and teachers from the school observing and team-teaching with these coaches. As a result, there is a sustainable impact on the delivery of sports education in the school as it moves forward.
- The work of middle leaders is meeting with varying degrees of success. Leadership of provision for special education needs, for example, is good. The progress made by pupils with special educational needs is now good across all key stages, including in Key Stage 2. This is due to the close monitoring and good understanding of these pupils' needs. Leaders in the school have ensured that there has been strong training for adults and this has led to stronger teaching of these pupils in Key Stages 1 and 2. As a result, the teaching of pupils with special educational needs and who are disabled is consistently good.
- The school's curriculum is well balanced and there are opportunities for pupils to reinforce their reading, writing, mathematics, technology and communication skills in a variety of ways, although in Key Stage 2, this is not always as effective as it is for younger pupils. Pupils' opportunities to enhance their spiritual, moral, social and cultural development are good.
- Pupils understand the importance of and the role played by democratic systems, seen in their own elections to select pupils for the school council. Older pupils gain the chance to act as mentors and buddies to younger pupils, roles which they take seriously and which are well respected by all pupils.
- The school promotes the celebration of different cultures and religions through assemblies, religious education and extracurricular activities, such as a recent visitor from the army, who told pupils about his role in helping to build a school in Afghanistan for children who had not previously been to school. Equally, pupils develop their cultural experiences by taking part in musical activities, such as the choir, which performs for local groups in the community. All these opportunities help to shape pupils' thinking and understanding of the world around them and helps them to prepare for life in modern Britain.
- The school's leaders have made improvements since the previous inspection. Due to the eradication of weak teaching across the school and improved teaching in Key Stage 1 specifically, as well as better systems for supporting pupils to understand how to behave in lessons, there has been an overall improvement in pupils' behaviour. Furthermore, pupils' attendance and punctuality have both improved and the number of exclusions has reduced.

- While the school is committed to equal opportunities for all groups of pupils, seen by the improved outcomes for disadvantaged pupils in Key Stage 1, pupils do not achieve equally well across the key stages. In part, this is because the school's use of the pupil premium has not been effective in lifting standards for disadvantaged pupils in Key Stage 2. In Key Stage 1 and in the early years, disadvantaged pupils' outcomes have improved significantly and are now good; indeed, in this part of the school, these pupils often do better than their peers in school and nationally.
- The local authority offers the school regular support and, as a result, has a clear view of how well the school is doing. In this way, it is keen to celebrate the improvements evident since the last inspection and the school's leaders' willingness to use the support to make the necessary improvements in Key Stage 2 also. The local authority continues to work with the school with a clear view of what still needs to be done to improve further.
- The school ensures that effective safeguarding procedures are in place which meet the statutory requirements.
- **The governance of the school:**
 - Governance requires improvement. The governors of the school are very committed to its improvement. A significant minority are new to the governing body and to the roles they hold within that body. They are aware of what systems have been put in place to make the necessary improvements identified at the last inspection. However, they do not have a clear enough understanding about why the school's systems are having a variable impact on pupils' achievement, including the achievement of disadvantaged pupils.
 - Governors are mindful that financial resources need to be deployed to ensure that all groups of pupils achieve well. Governors understand they need to make checks on pupils' outcomes to assess the success of the funding. However, some of the tracking of pupils does not make this easy and checks have not been done in a timely way to prevent groups of pupils from underachieving.
 - Governors work with school leaders to ensure that staff appraisal arrangements, made more robust since the last inspection, are effective. These arrangements have stopped there being any inadequate teaching in the school. Equally, they know where teaching is strongest in the school and where improvements are necessary. However, at times, they do not always clearly link shortcomings in teaching with the underachievement of some pupils.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well at all times of the day and in different areas of the school. They are polite and respectful towards one another and all adults.
- Pupils have good attitudes to learning and in the early years and in Key Stage 1; this is having a positive impact on their progress.
- In Key Stage 2, pupils do all that is asked of them and respond to instructions immediately. At times, when the pitch of teaching does not match their needs, pupils' progress slows. Despite this, pupils remain enthusiastic about their learning; they are engaged and aim to do their best. Similarly, their work in books is neat and they adhere to the school's policy on how to set work out. They take pride in their work.
- Historically, the number of serious incidents in school have been higher than seen in many other schools, as has the number of exclusions. However, the school has worked effectively with individual pupils who have struggled to control their behaviour and, as a result, there has been a significant reduction in serious incidents since the last inspection and there have been no exclusions this year.
- Low-level disruption in lessons is rare. Parents, pupils and staff say that behaviour is managed well and that this represents an improvement in the school since the last inspection. Inspection evidence supports this view.
- Pupils wear their uniform smartly and take a pride in their school and in all they do at school.

Safety

- The school's work to keep pupils safe and secure is good. Pupils report they feel safe and parents agree that their children are safe in the school.
- Pupils report that there is some occasional bullying, but that it is dealt with quickly by staff and taken very seriously by all adults. Pupils are aware of different forms of bullying, including prejudice-based bullying, such as racist and homophobic. Pupils in Key Stage 2 say this type of bullying is very rare but when it has

occurred, it has been dealt with swiftly. Pupils and parents both commented on the personal approach taken by the headteacher to deal with matters when pupils feel upset, and parents appreciate this greatly.

- The attendance of pupils has improved since the last inspection, when it was below average. Thanks to effective work with parents and the deployment by leaders of a family liaison officer to work with families, pupils' attendance is now above average. In addition, there is little lateness to school and pupils are always punctual to lessons.
- Pupils who attend alternative provision attend very well.

The quality of teaching requires improvement

- Teaching requires improvement because, over time, it has not secured good achievement of all pupils across all key stages. Teaching in Key Stage 1 is now consistently good and these pupils achieve well in reading, writing and mathematics. In Key Stage 2, teaching is too variable and, as a result, different groups of pupils do not always achieve well in reading, writing and mathematics.
- Teaching in Key Stage 2 does not always provide pupils with useful targets or feedback from their work in books. While teachers always offer pupils feedback, its quality is too variable. The advice or instruction given is not always clear and pupils cannot always make improvements using the feedback. As a result, pupils' progress is slowed.
- Teachers do not always make good use of assessment information about pupils' knowledge and understanding to ensure that the tasks pupils are set help to resolve misconceptions or move pupils' learning on rapidly. As a result, pupils sometimes are given activities to do which are too easy or too difficult. This slows the pupils' progress down.
- Similarly, some of their questioning of pupils to check on their recall of prior learning or pupils' current understanding lacks focus. At times, this can mean that teachers assume too much of pupils and do not model or explain next steps in the learning clearly enough.
- Nevertheless, some teaching, especially at Key Stage 1 and in Year 6, is very effective. Teachers' checks on pupils' understanding, and the planning of activities to match learning needs closely, are done well. At these times, pupils are challenged and relish the opportunity to move their learning on quickly. Equally, teachers question pupils well, eliciting information from them. Consequently, teachers gain a secure understanding of what pupils have learnt and if there are any gaps in their knowledge. Teachers also ensure that pupils can offer explanations for their answers and use the correct terminology.
- The training of staff has improved since the last inspection. One result of this has been that marking of pupils' work is now done regularly. Teachers also always offer pupils feedback and pupils respond. However, the quality of the feedback is not consistently good. At times, in Key Stage 2, feedback does not make clear to pupils what they need to do to make improvements. At other times, in feedback, teachers ask pupils to do more of the same work, even when they have got everything right, rather than challenging the pupils with activities which extend their learning and knowledge.
- The teaching of disabled pupils and those with special educational needs is effective in both key stages. Teaching assistants work well with teachers, providing specialist support for these pupils in Key Stages 1 and 2. Teaching assistants understand pupils' needs and work well to ensure that they can access their activities and can tackle work with increasing independence and success.
- The teaching of pupils currently in Year 6 is strong, particularly in English and mathematics. These pupils' needs are met well and all groups of pupils, including the most able and disadvantaged pupils, demonstrate very positive attitudes to learning, taking on increasingly challenging activities prepared skilfully by the teacher. As a result, these pupils have made at least good progress since September 2014 and an increasing proportion of pupils looks set to achieve higher levels in reading, writing and mathematics than seen in previous years. This good quality of provision, however, is not embedded throughout Key Stage 2.
- The teaching of literacy is stronger in Key Stage 1 than Key Stage 2. Writing outcomes are improving but are not consistently good in Key Stage 2. This is also the case for reading. Because of improved practice and achievement in Key Stage 1, an increasing number of pupils enter Key Stage 2 with reading and writing standards in line with what is expected for their age.
- The teaching of mathematics in the school has improved since the last inspection. This has been due to some stronger systems to ensure that pupils enjoy a varied mathematics curriculum. However, while mathematics is taught well in Key Stage 1, it is not always taught so well in Key Stage 2, although pupils' outcomes are improving in some cohorts. Sometimes, pupils' needs, following an assessment of their skills, are not matched well to work set.

The achievement of pupils requires improvement

- In Key Stage 2, different groups of pupils do not make consistently good progress in reading, writing and mathematics. Equally, across the key stage, not enough pupils' attainment is where it should be and gaps in pupils' learning and knowledge identified by the school's tracking of data are not being dealt with quickly enough. As a result, the achievement of pupils in the school is not consistently good for all age groups and, therefore, achievement requires improvement.
- Since the last inspection, the achievement of pupils in Key Stage 1 has significantly improved. The standards pupils reach by the end of Year 2 are now broadly in line with what is expected for their age group. The progress pupils make in Key Stage 1 is now consistently good in reading, writing and mathematics. This means that pupils now entering Key Stage 2 are well prepared for their next stage of learning.
- Key Stage 1 pupils' knowledge of phonics is good and a very high proportion reaches the standard expected for their age by the end of Year 1. This improving trend of phonics outcomes since the last inspection has contributed to the improved and improving standards of reading and writing by the end of Key Stage 1.
- Since the last inspection, however, the outcomes for pupils at the end of Key Stage 2 have not improved rapidly in reading, writing and mathematics. This was seen in the outgoing year 6 pupils' outcomes in 2013 and 2014. Improvements for current pupils can be seen in Key Stage 2; the proportion of pupils making expected progress has increased. However, too few pupils make better than expected progress in reading, writing and mathematics.
- The most able pupils in Key Stage 1 make good progress from their starting points and leave the key stage with standards of reading, writing and mathematics which are above or well above the expected standards for their age. Disadvantaged pupils' progress in Key Stage 1 is also good, with these pupils making progress in line with that of their peers.
- The progress of the most able pupils and disadvantaged pupils in Key Stage 2 is not consistently good. Too few make better than expected progress and this is because they are not always offered activities which challenge them to reach the higher levels of attainment or support them well enough to access their learning, so they find some tasks too difficult.
- The achievement of disabled pupils or those who have special educational needs in both Key Stages 1 and 2 is now consistently good. Systems are in place to monitor these pupils' needs closely and to identify any potential underachievement. The provision by teaching assistants and the resources used to support these pupils are good, leading to these pupils working with increasing independence and success.
- In Key Stage 2, in the latest published data, disadvantaged pupils were more than two and a half terms behind their peers in school in mathematics and five terms behind non-disadvantaged pupils nationally. In reading, disadvantaged pupils were over two terms behind their peers in school and over three terms behind non-disadvantaged pupils nationally. In writing, disadvantaged pupils were just under two terms behind peers in school and over two terms behind non-disadvantaged pupils nationally. The gaps seen between disadvantaged and non-disadvantaged pupils' attainment in school historically have not widened any further for the groups of pupils currently in the school.
- The proportion of disadvantaged pupils making expected and better than expected progress is below the proportion of other pupils nationally in reading and mathematics. In writing, the proportion of disadvantaged pupils making expected progress is above the proportion of their peers in school and of non-disadvantaged pupils nationally. However, in writing, the proportion of disadvantaged pupils making better than expected progress is below the proportion nationally. This gap continues to be apparent for Key Stage 2 pupils currently in the school, and while it is closing, it is not doing so quickly enough.

The early years provision is good

- The provision for children in the early years is good. The proportion of children achieving a good level of development is above national figures and has increased from the previous year. Given the low starting points of the children when they enter the Nursery, this represents good achievement during their time in the early years. It also means they are increasingly better prepared for Year 1 than they have been historically.
- Children make good progress in Nursery so that an increasing proportion reaches Reception working at the level of development expected for their age. Now in Reception, there is good achievement of pupils, seen by the above average proportion reaching good levels of development and the increasing proportion moving beyond their early learning goals by the end of Reception.

- Teaching in the early years is good. Lessons are vibrant and well resourced. Children readily engage in activities chosen by adults and those of their own choosing, showing good levels of concentration, enjoyment and interaction with one another.
- The outdoor area is not as well resourced as the indoor area and the school is currently purchasing better resources, following a successful bid for extra funding. Plans have been seen for how this new equipment will be used. These show how the current provision will be further improved, with more opportunities for children in the Nursery and Reception to have continual access to the outside learning area.
- The strong leadership and good teaching also mean that children are well behaved. They are very clear about the routines which they understand and adhere to well. As a result, the relationships between children and adults are good. Children get on well together and happily talk while learning and playing. For example, a group observed were engrossed in making and discussing how to improve their building of a straw house, a plastic-brick house and a lollipop-stick house, following their learning of *The Three Little Pigs* story. The encouragement provided by these types of activities supports pupils' social, emotional and personal well-being, as well as helping them to develop good speaking, listening and communication skills.
- Leadership of the early years is good with the curriculum meeting children's needs well, particularly ensuring that they have access to lots of reading, writing, number and communication activities, as these are the areas of particular weakness when children enter the setting. Teaching assistants in the provision have been well trained and work well with leaders and teachers to support children. Equally, leaders can talk very clearly about what is working well in the provision and what needs further improvement. This is seen in the school's successful bid for better outdoor resources and their plans for using these resources. It is also seen in the children's strong conduct and attitudes to learning.

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

Unique reference number	121661
Local authority	York
Inspection number	453413

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	Carol Runciman
Headteacher	Carole Dickson
Date of previous school inspection	12 March 2013
Telephone number	01904 555970
Email address	new-earswick.school@york.gov.uk

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