

Inspection of Newby and Scalby Primary School

The Green, Newby, Scarborough, North Yorkshire YO12 5JA

Inspection dates:	25 and 26 March 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

The headteacher of this school is Tom Wriglesworth. This school is part of Coast and Vale Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Paul Tarn, and overseen by a board of trustees, chaired by John Riby.

What is it like to attend this school?

Pupils at Newby and Scalby Primary embody the school's DREAMS values, which include respect, aspiration and motivation. Pupils of all ages are excellent ambassadors for the school. They show respect and empathy for others. Pupils' positive attitudes contribute to the effective learning environment throughout the school. Staff take the time to get to know pupils as individuals. Pupils speak fondly of their teachers. They benefit from quality pastoral care that promotes the warm relationships between pupils and adults. Well-trained staff ensure that pupils are safe.

Leaders establish high expectations for pupils' achievement. Pupils get many opportunities to work towards these high expectations. As a result, they generally achieve well. Pupils enjoy engaging lessons and complete their work to a high standard. They are able to discuss their learning in detail.

Pupils' behaviour is positive. There is a tangible sense of pupils caring for one another. Their conduct around school matches the school's expectations. Where pupils may need more support around behaviour, the school has effective and sensitive processes in place to ensure that pupils get the help they need.

Parents and carers are generally very positive about the school. Comments that describe 'approachable' staff and 'excited' children are commonplace.

What does the school do well and what does it need to do better?

The school's early years provision gives children a strong and effective start to their education. Skilled staff carefully plan engaging tasks to promote children's learning through play and investigation. There is a notable focus on communication and language. Children quickly develop a rich bank of vocabulary that they use in their own exploration of the setting. For example, children build a 'castle' in the outside area and talk about the different elements, including a 'keep', a 'moat' and the 'barbican'. Children develop security in early number. They are well prepared for key stage 1.

The school's provision for pupils at the early stages of reading is effective. The emphasis on identifying and closing gaps in phonics knowledge for pupils has positive impact on pupils' achievement. The wider reading curriculum beyond phonics is of a high quality. A love of books is prevalent throughout the school. A wide range of texts broadens pupils' understanding of pertinent issues such as diversity, equality and difference. Pupils become fluent, confident readers.

Pupils with special educational needs and/or disabilities (SEND) generally achieve well. However, there are some pupils who had not had their needs identified and addressed sufficiently well. This limited the progress they were able to make at times. The school has taken rapid action to improve processes for identifying and meeting the needs of pupils. This is beginning to show positive impact.

High-quality curriculums are in place across the school. Pupils are focused in their lessons and deepen their understanding of their learning. Pupils talk about their knowledge of artists and how this influences their own mono-block prints. Others talk with understanding of the difference between Vikings and Anglo-Saxons or between Athenians and Spartans. Pupils demonstrate a secure understanding of mathematical concepts and procedures. They are well prepared for the next stage of their education.

Pupils behave sensibly in and around school. Their attitudes to learning are positive. Pupils understand the behaviour systems in school and are proud to be 'evergreen' each day. Attendance has improved over a period of time and is now above national figures. Leaders have taken effective action to address persistent absence for some pupils where this has been an issue.

Pupils are proud to take on additional responsibilities such as the junior leadership team, librarians and club leaders. They make positive contributions to both the school and the wider community. Pupils develop a strong sense of spirituality and morality through the school's well-considered approach to their personal development. Through a series of educational visits, pupils gain an appreciation of other faiths and beliefs. Pupils have an impressive awareness of diversity, inclusion and tolerance for all.

Leaders have acted swiftly to identify where improvements are necessary in school. The focus on pupils' education and emotional support has been a significant priority. While there have been rapid changes introduced, the majority of staff feel well supported in terms of their workload and well-being. A number of subject leaders are new to their roles, however. They have not had sufficient time at this point to develop the skills and knowledge to fully evaluate the impact of the curriculums in their subjects. Governors and trustees understand their roles. The trust has sought appropriate expertise from the incoming trust to further strengthen areas of the school's work.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There has been some inconsistency in how well the school identifies and meets the needs of some pupils with SEND. This means that some pupils with SEND have not achieved as well as they could in some curriculum subjects. The school should ensure that provision for pupils with SEND is effective for all pupils to achieve as well as they can.
- Subject leadership across the school is at an early stage in some curriculum areas. In these subjects, pupils do not always learn and remember key knowledge securely over time. The school must ensure that all subjects are implemented effectively so that pupils achieve highly across the whole curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	145633
Local authority	North Yorkshire
Inspection number	10346704
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	417
Appropriate authority	Board of trustees
Chair of trust	John Riby
CEO of the trust	Paul Tarn
Headteacher	Tom Wriglesworth
Website	www.newbyandscalby.coastandvale.academy
Dates of previous inspection	28 and 29 September 2022, under section 5 of the Education Act 2005

Information about this school

- The school is part of Coast and Vale Learning Trust.
- There has been a significant change in leadership since the previous inspection. The new headteacher was appointed in September 2024.
- The school does not use alternative provision.
- A private nursery provider shares part of the school building.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other school staff, members of the local governing body, a representative of Coast and Vale Learning Trust and representatives of the trust who provide some additional support to the school.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, history and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at examples of pupils' work in some other subjects.
- An inspector visited a sample of reading lessons in key stage 2.
- An inspector listened to some pupils from Years 1, 2 and 3 reading to a familiar adult.
- An inspector looked at the school's plans for pupils with SEND and visited a sample of pupils in lessons to evaluate the provision for these pupils.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered the responses to Ofsted Parent View, including the free-text comments. Inspectors spoke with some parents at the end of the school day.
- An inspector had a tour of school with some pupils.
- The inspectors considered the response to Ofsted's staff questionnaire, including the free-text comments.

Inspection team

Richard Beadnall, lead inspector	His Majesty's Inspector
James Leech	Ofsted Inspector
Rowena Sykes	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025