

Scarborough, Overdale Community Primary School

Hawthorn Walk, Eastfield, Scarborough, YO11 3HW

Inspection dates 25–26 February 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well from their individual starting points in reading, writing and mathematics.
- Standards of attainment are average by the end of Year 6, with an increasing proportion of pupils doing better than this each year.
- Teaching is good. It is outstanding in Year 6. Interesting and well thought out activities help pupils make good progress.
- Behaviour is good in lessons and around the school. Pupils arrive punctually. Their attendance is above average because they are keen to learn.
- The school makes sure that pupils are safe and secure. Parents agree that their children feel safe at school. Pupils say, 'We are like a big family.'
- Good leadership of teaching means that pupils' achievement is improving at a good rate and gains momentum in Years 5 and 6.
- Governors are very supportive and take good decisions to improve the school further.
- The headteacher has succeeded in creating a school where pupils believe, 'We can be anything. We can get a good job. Our teachers are helping us to work up to that.'

It is not yet an outstanding school because

- Younger pupils and Reception-aged children are slow to learn early literacy skills. Teachers do not always expect the most from the most able children in Key Stage 1 and Reception.
- These pupils are not taught methodically or soon enough how letters and sounds link together to form words (phonics).
- Reception-aged children do not practise early reading and writing skills often enough.
- The roles of the literacy leader and governing body are less strong with regard to checking systematically how well pupils are doing.

Information about this inspection

- The inspection team observed 14 lessons or parts of lessons taught by eight teachers and some teaching assistants.
- The inspectors held meetings with the headteacher, staff, three governors including the Chair of the Governing Body, a representative from the local authority and the home-school support worker. They also had discussions with three groups of pupils from Years 3 to 6 as well as informal conversations with pupils at break and lunchtimes.

Insufficient responses were available on the online questionnaire (Parent View) for the lead inspector to be able to access them. The lead inspector gathered the views of parents at the start of the school day.

Inspection team

Lesley Clark, Lead inspector

Additional Inspector

Jan Lomas

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- Most pupils are White British.
- The proportion of pupils supported through school action is high.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is above average.
- The majority of pupils are supported through the pupil premium. This proportion is high. (The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from service families and children who are looked after by the local authority.)
- A third of the teaching staff has changed since the last inspection.
- Key Stage 2 pupils are taught in three classes following the merging of a mixed Year 4/5 class into the Year 4 and Year 5 classes after the February half term in 2014.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise younger pupils' achievement in early literacy skills by making sure that:
 - the teaching of phonics (how letters and sounds link together to form words) is methodical and moves learning on at a fast rate
 - teachers expect the most from Reception-aged children and the most able pupils in Key Stage 1 so that they make faster progress
 - children in the Early Years Foundation Stage have frequent opportunities to practise early reading and writing skills in different activities.
- Build on the range of strengths in the leadership and management by reinforcing the roles of the literacy leader and the governing body in terms of checking systematically how well all pupils are doing.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well from individual starting points that are low compared to expected levels.
- By the end of the Reception year, the majority are below the level expected of their age and a small minority reach a good level of development.
- Nursery and Reception-aged children achieve well in the Early Years Foundation Stage because they have a wide range of interesting activities, both inside and outside, that excite their curiosity and encourage them to explore. For instance, children constructed an intricate walkway involving crates, boxes, tyres and large cones, which they modified to ensure the jump between them was manageable.
- Nursery and Reception-aged children's mathematical development is accelerating because activities and short taught sessions stretch their capabilities. As a result, the most able Reception-aged children count confidently forward and back in twos, fives and tens, estimate accurately and record their findings.
- Children's progress is slower in literacy because staff sometimes miss opportunities to incorporate early reading and writing skills into different activities. Phonics sessions do not enable children to build methodically on what they know and then move on swiftly. This holds back the progress of the most able children in particular.
- Pupils achieve well in Key Stage 1. Progress has been rapid over the past year as pupils make up previous gaps in their early literacy skills. However, their attainment in the phonics screening check at the end of Year 1 is below average.
- By the end of Year 2, current attainment is close to average in mathematics, reading and writing, an improvement on the 2013 national test results. The most able pupils sometimes make slower progress than they should in literacy because the work does not always challenge them.
- Progress is rapid in Key Stage 2, especially in Years 5 and 6. Pupils forge ahead in reading and mathematics, especially the most able. Currently, a quarter of pupils in Year 6 are working at the very high Level 6 and a third of pupils are working at the above-average Level 5.
- Pupils are avid readers. The lunchtime 'reading café' turns reluctant readers into bookworms as they read to each other and talk about books over a drink and biscuits. In a different club, high-flying Year 6 pupils debate the finer points of a text, seeking out quotes to prove their views. 'Point, evidence, explanation' is the key, they declared!
- Achievement in mathematics is good because teachers make sure that pupils have a good grasp of calculation skills, which they then use and apply extensively.
- It is a similar picture in writing, where a third of pupils are above age-related expectations in Years 5 and 6. Progress is rapid in these year groups because pupils practise literacy skills in different subjects.
- Pupils write well, using vivid vocabulary, organising their work into well-constructed paragraphs. They use imagery effectively as in these descriptions of Second World War aircraft: 'a dark green vicious eagle' or 'The silver blade spinner sat waiting patiently.'
- Pupils supported through the pupil premium funding do better than pupils in school who are not known to be eligible for free school meals. Their performance compares favourably to that of similar groups nationally, especially at the higher Level 5 in reading and mathematics.
- Pupils supported through school action, school action plus or with a statement of special educational needs make good progress. The large majority reach nationally expected levels in reading, writing and mathematics. They do well compared to similar groups nationally.
- The school clearly tackles discrimination and promotes equal opportunities well.

The quality of teaching is good

- Teaching is good overall and sometimes better. Pupils say, 'Our teachers make learning fun so we are intrigued to learn more.'
- Teaching is outstanding in Year 6 and very effective in Year 5. Pupils, especially the most able, make rapid progress because teachers expect the best from them; teachers require them to use their knowledge and skills to solve challenging tasks, be self-critical and learn from experience.
- For example, Year 6 pupils jot down at the start of lessons what they know and what they need to improve upon and then check periodically that they are working accordingly. The most able pupils noted, for instance, 'I still need to practise giving my argument a nice flow', or commented, 'Algebra is a challenge!'
- Lessons are well planned to take into account the learning needs of pupils of widely differing abilities. Teaching assistants are used very well across the school to support pupils' learning, often coaching small groups of pupils with special educational needs or extending the skills of the most able pupils. This helps pupils to learn well.
- Good teaching in the Early Years Foundation Stage is characterised by interesting learning activities with a strong focus on mathematical development in a language-rich environment.
- However, sometimes, teachers do not expect the most from Reception-aged children and the most able pupils in Key Stage 1 in literacy. In these instances, pupils' learning slows because they find the work too easy or because they are ready to move on sooner.
- Although teachers' subject knowledge is good overall, it is less secure in terms of enabling younger pupils to gain phonics knowledge and skills quickly and methodically.
- Learning is often in a context that relates well to pupils' interests. This injects a keen edge to learning. For example, Year 5 pupils mustered plausible arguments, searching for the most persuasive words to counter the view that playtimes are a waste of time. They seized on words such as 'socialise' to replace 'time to talk to each other'.
- Teachers explain clearly and ask timely questions to check that pupils have understood. Marking is helpful and tells pupils what they need to do to improve their work.

The behaviour and safety of pupils are good

- Behaviour is good. Pupils arrive punctually and attendance is above average. This makes a significant contribution to pupils' good achievement.
- Pupils work hard and listen attentively. Their behaviour exemplifies the school motto that they devised: 'We listen, we learn, we shine.' Occasionally, younger pupils need a few reminders to listen, especially when they find the work too easy.
- The most able Year 6 pupils said, 'We're proud of being selected to be in a Level 6 club. It makes us feel we've achieved something.' They are ambitious and have high aspirations as a result.
- Typically, pupils come into school neatly turned out, greet their teachers politely and quickly settle to their morning tasks. They move round the school sensibly and calmly. They keep to the left when going upstairs and hold open doors for each other and adults without being prompted.
- Lunchtimes and break times are happy, sociable occasions. Typically, pupils chat together in small groups, scramble over the obstacle course or devise imaginative games using the playground markings. Squabbles are soon sorted out. Pupils note down any concerns they might have and post them into special 'worry boxes' so that adults can help them.
- The school's work to keep pupils safe and secure is good. Pupils say there is a little bullying but it is soon sorted out. The school's evidence confirms their positive views. Adults keep detailed notes of behavioural problems and parents are fully informed and consulted.
- Pupils say that they feel safe because they have regular lessons in safety and have 'golden rules'. They explained, 'One of these is to treat people as you would like to be treated. We don't do cyber-bullying. We've added a rule, to use the internet wisely and safely.'

The leadership and management are good

- The headteacher's team-building and organisational skills are the keys to her success. There has been significant improvement in pupils' achievement, attendance and behaviour since the last inspection as a result of the close partnership between staff, parents and school. Parents are pleased with the progress that their children make and many commented on how much the school has improved in the last three years.
- Pupils make a good contribution to leadership and management through the school council, which has both influence and responsibility. For example, after consultation with classmates, the school council sets the headteacher three targets each year and checks to see how well they have been met.
- This process mirrors the headteacher's systematic approach, whereby new ventures are carefully assessed to see if they produce results.
- Good leadership of teaching ensures that pupils catch up and then progress further so that standards of attainment rise. Staff meet regularly to discuss pupils' progress so they know whom to target and what to focus on in their teaching.
- Subject leaders have a good grasp of what happens in their subject in different classes. The leadership of literacy, however, is less strong than that of mathematics in terms of checking how well pupils are doing.
- Arrangements to check the performance of staff are used well to reward effective teaching and to give support and professional development when needed.
- The local authority's support is pertinent and fruitful, balancing advice to a new headteacher yet giving her leeway to lead in the way she judges best for the school. The result is rapid improvement because support is there when it is needed.
- The pupil premium funding is used well to support pupils' academic achievement. As a result, pupils are determined to succeed and have higher aspirations. Similarly, pupils who have special educational needs get timely additional support as and when they need it.
- The new primary school sport funding is allocated to provide a broad range of exciting activities to enrich the curriculum, such as den building or adventurous play. It is also used to raise pupils' awareness of health and fitness, provide playground equipment and a wider range of sports, such as rugby and tennis. This has generated a lot of interest in sport from pupils and staff.
- The school keeps rigorous records to ensure that staff and pupils are safe. Safeguarding meets current government requirements.
- **The governance of the school:**
 - Governors understand their role and carry it out well. They are very supportive but challenge strongly when necessary. They understand how well teaching is led. The governing body is closely involved in the management of staff. For example, currently, governors are involved in restructuring the leadership team to suit the needs of a smaller-than-average school. They are not afraid to take difficult decisions to ensure that pupils make the best possible progress. Governors understand how well pupils are progressing because they receive detailed reports from the headteacher. They have yet to set up a system to check for themselves how well pupils are doing. However, they have a good understanding of the progress made by pupils supported through the pupil premium because they check this regularly in meetings.

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	121336
Local authority	North Yorkshire
Inspection number	430913

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	187
Appropriate authority	The governing body
Chair	Peter Bowdidge-Harling
Headteacher	Vicki Logan
Date of previous school inspection	10 July 2012
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