

# Scarborough, Overdale Community Primary School

Inspection report

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|--------------------------------|-----------------|
| <b>Unique Reference Number</b> | 121336          |
| <b>Local authority</b>         | North Yorkshire |
| <b>Inspection number</b>       | 380215          |
| <b>Inspection dates</b>        | 10–11 July 2012 |
| <b>Lead inspector</b>          | Melvyn Hemmings |

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

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|--|---|
| <b>Type of school</b>                      | Primary   |
| <b>School category</b>                     | Community   |
| <b>Age range of pupils</b>                 | 3–11  |
| <b>Gender of pupils</b>                    | Mixed   |
| <b>Number of pupils on the school roll</b> | 237   |
| <b>Appropriate authority</b>               | The governing body                                    |
| <b>Chair</b>                               | Peter Bowdidge-Harling                                |
| <b>Headteacher</b>                         | Vicki Logan   |
| <b>Date of previous school inspection</b>  | 1 July 2008   |
| <b>School address</b>                      | Hawthorn Walk<br>Eastfield<br>Scarborough<br>YO11 3HW |
| <b>Telephone number</b>                    | 01723 582360  |
| <b>Fax number</b>                          | 01723 583699  |
| <b>Email address</b>                       | admin@overdale.n-yorks.sch.uk                         |

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## Introduction

### Inspection team

Melvyn Hemmings  
Peter Evea

Additional Inspector  
Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed 20 lessons or parts of lessons taught by seven teachers. Discussions were held with members of the governing body, staff, groups of pupils and a representative from the local authority. Inspectors observed the school's work, looked at school documentation, including that relating to safeguarding, minutes of the governing body meetings, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. Questionnaires from staff, pupils and from 51 parents and carers were scrutinised.

## Information about the school

Scarborough Overdale is smaller than the average sized primary school. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly average. Most pupils are of White British heritage. The school meets the current floor standards, which set the government's minimum expectations for attainment and progress. Following the previous inspection there was a period of turbulence in senior leadership. The current headteacher was appointed in January 2011. The before-school breakfast club is not managed by the governing body and is subject to separate inspection arrangements. The school has gained a number of national awards, including Activemark Gold, and holds Healthy School status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

|                                       |          |
|---------------------------------------|----------|
| <b>Overall Effectiveness</b>          | <b>3</b> |
| <b>Achievement of pupils</b>          | <b>3</b> |
| <b>Quality of teaching</b>            | <b>3</b> |
| <b>Behaviour and safety of pupils</b> | <b>3</b> |
| <b>Leadership and management</b>      | <b>3</b> |

## Key Findings

- Scarborough, Overdale Community Primary is a satisfactory school. It is not yet good because pupils’ achievement is only satisfactory and the quality of teaching is inconsistent. Also, the governing body and some subject leaders are not fully involved in promoting improvement. The school’s main strengths are pupils’ improving attainment, the start made by children in the Early Years Foundation Stage, the teaching of reading, the headteacher’s inspirational leadership and the care of pupils. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Although pupils’ attainment in English and mathematics is below average at the end of Year 6, it is improving quickly. Pupils attain average standards in reading by the time they leave the school. Children in the Early Years Foundation Stage make good progress and achieve well.
- Inconsistencies in teaching means different groups are not always effectively challenged and, at times, learning support assistants are not suitably deployed. Teaching is strong for pupils in Years 5 and 6 and this is a key factor in their accelerating progress. Reading is taught well through the school.
- Behaviour is satisfactory, having improved considerably over the last 18 months. Significant improvement in attendance means it is now average. Pupils say they feel safe and secure in school and in lessons many exhibit positive attitudes to learning.
- The headteacher’s focused educational direction has been central to the school moving forward since the period of disruption to leadership, during which pupils’ attainment, behaviour and attendance declined. The leadership of teaching and management of performance have increased the proportion of good teaching and eradicated inadequate teaching. The leadership skills of subject leaders and the governing body are less well developed. The curriculum generally meets pupils’ needs but there are limited opportunities for them to practise and improve their literacy and numeracy skills in subjects other than English and mathematics.

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

- Raise attainment in writing and mathematics to at least the national average by:
  - improving pupils' ability to write accurately constructed sentences
  - improving pupils' quick mental recall skills in mathematics
  - providing sufficient opportunities for pupils to practise their literacy and numeracy skills across the curriculum.
- Improve the quality of teaching to at least good by:
  - ensuring teachers consistently provide activities that meet the needs of different groups
  - increasing the involvement of pupils in evaluating for themselves what they need to do to improve
  - making sure that learning support assistants are always deployed effectively to promote pupils' learning.
- Develop leadership and management further by:
  - improving the skills of the governing body in holding the school to account for its performance
  - fully involving all subject leaders in evaluating pupils' learning through the school.

## Main Report

### Achievement of pupils

Pupils achieve satisfactorily from their attainment on entry, which is well below that expected for their age. Children in the Early Years Foundation Stage make good progress and achieve well because their individual needs are consistently met. They quickly settle into school routines and grow in confidence as they are encouraged to make choices for themselves. They enjoy activities and work well together, taking turns and sharing fairly. This was evident in the outdoor role play area set up as a 'Souvenir Shop' in which they were happily building upon their experiences from a recent trip to Filey.

Attainment in English and mathematics is below average by the end of Year 6. However, the gap between pupils' attainment and the national average is narrowing in both subjects. Pupils enjoy writing in a variety of styles, including narrative and persuasive writing. The way in which they construct sentences lacks accuracy in the correct use of grammar, punctuation and spelling. Pupils' basic mathematical calculation skills have improved, but their quick mental recall skills are not well developed and this slows the rate at which they complete activities. Attainment in reading has improved and is average by the end of Key Stage 1 and by the time pupils leave the school in Year 6. Pupils read enthusiastically and are keen to talk about their favourite books and authors. Progress in lessons is satisfactory overall and it accelerates in those lessons which engage pupils' interest. Many show positive attitudes to and enthusiasm in their work. They concentrate for lengthy periods and enjoy working with others to complete tasks. Pupils willingly contribute to discussions, showing respect for others' views when different to their own. Progress is slower in lessons when the activities do not meet the needs of different groups of pupils.

In the questionnaire responses, most parents and carers agreed that their children were making good progress. Inspection evidence shows that progress is satisfactory with increasing numbers of pupils making better than expected progress. The particular needs of disabled pupils and those who have special educational needs are identified early and extra support provided to meet them. As a result, they make the same progress as other pupils. The gap between the achievement of pupils known to be eligible for free school meals and other pupils has been successfully narrowed and is now minimal.

## **Quality of teaching**

Most parents and carers who returned their questionnaires agreed that their children were taught well. Inspection evidence shows that teaching is satisfactory, with an increasing proportion being good. It is consistently good in the Early Years Foundation Stage and adults work well together to provide activities that are practical, stimulating and well-matched to children's needs. There is a good balance between activities led by adults and those chosen by children. Activities in the outdoor area are planned well to build upon children's learning that has taken place indoors.

In Years 1 to 6 the quality of teaching is satisfactory. In the best lessons, teaching is imaginative, highly engaging and activities matched well to individual pupils' need. A good example of this was in a literacy lesson for pupils in Year 5 in which they made good progress in learning how to write an introduction and the build-up to an Olympic event. Most lessons include several strengths. Teachers plan lessons effectively to build upon prior learning. As a result, pupils use what they already know to support their current learning. Activities are interesting and pupils respond positively, showing they are keen to do well. Marking is used successfully to guide pupils to improve, with pupils saying, 'Teachers know us well and help us to learn.' However, there are limited opportunities for pupils to decide for themselves what they need to do next to improve. There are times when activities do not sufficiently challenge different groups of pupils and this limits the progress they make. Learning support assistants are not always deployed effectively to promote learning. This is particularly the case during the introductions to lessons, when they tend to have a watching brief rather than active involvement. Disabled pupils and those who have special educational needs are given extra support to ensure they are successfully involved in all activities.

Improvements that have been made in the way pupils are taught how to link letters and sounds are contributing positively to pupils' rising attainment in reading. Also, guided reading sessions have been refined so they are more focused on promoting specific skills. Such a session, for pupils in Years 4 and 5, enabled them to make good progress in exploring and understanding a variety of non-fiction texts.

Teaching promotes pupils' social and moral development effectively, through opportunities to work collaboratively and to consider the consequences of their actions on others. Cultural and spiritual development is enhanced by opportunities for pupils to explore different cultures and to reflect upon their learning.

## **Behaviour and safety of pupils**

Pupils have a good understanding of how to keep themselves and others safe. They know about the dangers associated with road, water and railway use and what to do if approached by a stranger. They feel safe in school saying, 'It's like a family.' Almost all parents and carers who returned the questionnaires agreed their children feel safe at school.

Most parents and carers are positive about behaviour. However, in the questionnaires responses a few thought that the school did not always deal with bullying effectively. However, pupils say bullying used to happen but procedures are much improved and such instances are now rare. They have a good understanding of the different types of bullying, such as racist, physical and name calling. They are confident that if any bullying occurs it will be dealt with quickly by staff. Pupils' behaviour is satisfactory. They say that pupils generally behave well, though occasionally some do not act responsibly. Teachers usually manage behaviour well but some inconsistencies exist and low-level disruption occasionally occurs. A scrutiny of the behaviour logs shows there has been a significant improvement in behaviour over the last 18 months.

Pupils enthusiastically take on responsibilities, such as being a school councillor or a playground buddy and in so doing enhance the life of the school. The school council gives pupils a voice in the direction of the school, such as in designing and developing the outdoor classroom. Leaders have been uncompromising in their efforts to improve attendance. Action is proving successful with attendance improving significantly and being currently in line with the national average.

### **Leadership and management**

The headteacher's ambitious vision for the school's development is shared by all members of the governing body and staff. Morale is high. The skills of senior leaders have been developed well and all work well together to drive improvement. The leaders of English and mathematics evaluate learning in their subjects and so have a good overview of provision and outcomes through the school. Leaders of other subjects are not as adept at doing this and this limits their involvement in school improvement. Professional development and performance management has been successful in improving the quality of teaching, although some inconsistencies remain. The governing body is supportive of the school but lacks proficiency in holding leaders to account for its performance. Accurate self-evaluation enables leaders to identify strengths and weaknesses and to prioritise areas for development. Capacity to improve is demonstrated by sustained improvement in attainment, teaching, behaviour, attendance and leadership and management.

Safeguarding arrangements meet requirements. All staff are committed to the care and welfare of pupils and there are comprehensive procedures for supporting those pupils who are potentially vulnerable due to their circumstances. In their questionnaire responses, almost all parents and carers agreed their children were looked after well. The promotion of equality of opportunity and tackling discrimination is satisfactory. Leaders have detailed information about the performance of different groups and are starting to use this more effectively when differences are identified.

The curriculum is enriched by a variety of well-attended extra-curricular activities and visits, such as to the Railway Museum in York. The curriculum is planned well to teach skills in a progressive manner. However, it does not provide enough opportunities for pupils to practise their literacy and numeracy skills in subjects other than English and mathematics. A sense of enjoyment in learning, including opportunities to discuss issues about right and wrong, promotes spiritual and moral development. Social and cultural development are encouraged through a residential stay and opportunities to learn about life in a culturally diverse Britain. The school has generally positive relationships with parents and carers. As one typically commented, 'I have found this year the best yet with how the school is improving.'

## Glossary

### What inspection judgements mean

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.  |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well.  |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.  |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

### Overall effectiveness of schools

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 54  | 42   | 2            | 2          |
| Primary schools      | 14  | 49   | 32           | 6          |
| Secondary schools    | 20  | 39   | 34           | 7          |
| Special schools      | 33  | 45   | 20           | 3          |
| Pupil referral units | 9   | 55   | 28           | 8          |
| All schools          | 16  | 47   | 31           | 6          |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

|                            |   |
|----------------------------|---|
| Achievement:               | the progress and success of a pupil in their learning and development taking account of their attainment.   |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.  |
| Attendance                 | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.   |
| Behaviour                  | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.   |
| Capacity to improve:       | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.                    |
| Floor standards            | the national minimum expectation of attainment and progression measures   |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.                            |
| Learning:                  | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.  |
| Overall effectiveness:     | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.  |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |
| Safety                     | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.             |

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 July 2012

Dear Pupils

**Inspection of Scarborough, Overdale Community Primary School,  
Scarborough, YO11 3HW**

Thank you for the friendly welcome you gave the team when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do.

The inspectors judge that yours is a satisfactory school and that:

- although your attainment at the end of Year 6 is below average in writing and mathematics, it is improving and is average in reading
- you feel safe in school, as indicated in your questionnaire responses
- children in the Nursery and Reception classes have a good start to their education
- the curriculum is enriched by extra-curricular activities and educational visits, such as to the Railway Museum in York
- you enjoy school, as shown by your improving attendance
- staff and the governors are working hard to help you do better.

What we have asked your school to do is to:

- improve your ability to write accurately constructed sentences and your quick mental recall skills
- ensure work always matches your ability, involving you more in deciding for yourselves how to improve and making sure all the adults in classrooms are always fully involved in helping you to learn
- develop the skills of the governing body and some of the teachers who lead subjects in helping the school improve further.

All of you are a credit to your school and can help it improve further by always behaving well and continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings  
Lead Inspector

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