

South Bank Community Primary School

Poplar Grove, South Bank, Middlesbrough, Redcar and Cleveland, TS6 6SY

Inspection dates 12–13 June 2013

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

Summary of key findings for parents and pupils

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

- Progress in reading, writing and mathematics in Key Stages 1 and 2 requires improvement. Standards by the time pupils leave school are not as high as they should be.
- The quality of teaching over time has not been good enough to promote good progress for all pupils.
- Marking carried out by teachers does not always show pupils how to improve their work.
- In some lessons the work set is not closely matched to the ability of pupils.
- Teachers do not always provide enough opportunities for pupils to develop their skills without relying on the support of adults.
- The teaching of writing skills is sometimes repeated so that not enough progress is made by pupils.

The school has the following strengths

- Children make good progress in the Early Years Foundation Stage because they are taught well.
- The teaching of reading in small groups is very effective and those pupils that have extra support make rapid progress.
- Pupils behave well in the classrooms and around the school. They are looked after very well by teachers and feel safe.
- The headteacher and deputy headteacher have very successfully managed the considerable number of staff changes and the quality of teaching is quickly improving.
- Leaders gather lots of information about the performance of the school. Recent improvements to pupils' achievement demonstrate they use it effectively.
- The governing body works closely with the school and knows how well it is doing. Governors are very effective in challenging the school and in supporting improvement.

Information about this inspection

- Inspectors observed 16 lessons including parts of lessons. All teachers were observed at least once. Two lessons were observed jointly, one with the headteacher and one with the deputy headteacher.
- Inspectors met with staff, pupils, parents and members of the governing body plus a representative from the local authority.
- The inspectors took account of 39 staff questionnaires. They also considered information from previous school surveys carried out with parents and pupils. There were not enough responses to the online questionnaire (Parent View) to take these into account.
- The inspectors reviewed work in pupils' books, listened to groups of pupils read and observed pupils at playtime and at lunchtime.
- Inspectors observed the school's work and considered a number of documents, including the school's own evaluation of its performance, its improvement plan and minutes from governing body meetings.

Inspection team

Jonathan Woodyatt, Lead inspector	Additional Inspector
Barbara Waugh	Additional Inspector
Barbara Martin	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The large majority of pupils are of White British heritage.
- The proportion of pupils supported through school action is similar to that in most primary schools. The proportion supported at school action plus or with a statement of special education needs is much higher than in other primary schools.
- The proportion of pupils known to be eligible for the pupil premium funding is well above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- The school does not meet the government's current floor standards, which are the minimum expectation for pupils' attainment and progress.
- Since the last inspection there have been changes to the leadership with the appointment of a new headteacher, deputy headteacher and assistant headteacher.
- There have also been a number of changes in the staff at the school, with more than half of the teachers leaving or joining since September 2012.
- The school manages two units that provide additional support for pupils with special education needs in Key Stages 1 and 2. The units support pupils with learning difficulties and complex behaviours.
- The school runs a breakfast club.
- There is a children's centre on site which is subject to a separate inspection and report.
- There is also a private nursery which is inspected separately.

What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching in English and mathematics lessons by ensuring that:
 - marking provides clear guidance to pupils and enables them to improve their skills
 - work is always matched fully to pupils' needs so that they can quickly learn new skills
 - pupils are given more opportunities to work on their own so that they are less reliant on adult support.
- Ensure that there is less repetition in the teaching of writing skills so that pupils make consistent improvements to the quality of their writing.

Inspection judgements

The achievement of pupils

requires improvement

- In 2012 standards in mathematics, reading and writing were low. This was because pupils did not make sufficient improvements in their skills in both Key Stages 1 and 2. Recent evidence in the school's records backed up by direct observations by inspectors clearly shows that pupils' progress in reading, writing and mathematics is improving rapidly. Pupils are reaching higher levels than in previous years as a result of actions taken by leaders to improve the quality of teaching.
- Evidence in pupils' writing books in Years 2 and 6 shows that some pupils are repeating the same work so that they are not developing the quality of their writing quickly enough.
- Point scores in national tests show that pupils who are eligible for the extra funding through the pupil premium reached lower standards in 2012 than other pupils in the school and other pupils nationally. School leaders have identified these issues and have provided valuable additional support for these pupils. Recent school data show that they are now making much better progress in all subjects and the gaps in standards are rapidly closing.
- Checks on pupils' phonic skills (the knowledge of letters and sounds to help read unfamiliar words) carried out in Year 1 showed that not enough pupils reached the levels expected for their age in 2012. Recent changes made by the school's leadership in improving teachers' skills and increasing the number of phonics lessons being provided have brought the necessary improvements. This has been confirmed by subsequent checks carried out by the school.
- Disabled pupils and those with special educational needs are well provided for by highly skilled staff, including pupils supported in the unit. As a result of effective teaching, they are able to make good progress. This reflects the school's strong commitment to equality of opportunity and to ensuring that no pupil is discriminated against.
- Children enter the Early Years Foundations Stage with skills that are well below those that are expected for their age. They make good progress and start in Key Stage 1 with skills that are closer to expectations.
- Progress is improving in mathematics because staffing is more stable and teaching is focusing on raising standards. In one lesson pupils were divided into groups and given appropriately challenging tasks in order for them to successfully explore the features of Venn diagrams.
- Pupils' reading skills have been considerably improved. Parents mentioned that they were very pleased with the way that the school was supporting their children to read through a reading recovery scheme.

The quality of teaching

requires improvement

- Teaching requires improvement because it is not consistently good across all year groups. However, changes made by leaders have led to important improvements in teachers' skills, which are boosting pupils' progress.
- Work is not always well matched to pupils' abilities. Sometimes tasks are given to the whole class, even if this work is too easy for some pupils who could be working at the next level.
- The marking of work in pupils' writing books does not always tell pupils what to do to improve their work. It is also not used well enough to identify what pupils have learned in order that activities are not repeated. For example, evidence in some writing books showed that pupils were being given work to enable them to learn how to use commas and capital letters even though they were already proficient in these skills.
- Pupils do not always have enough opportunity to work on their own. Sometimes they rely too much on the support of adults and this leads to them not making enough progress, as they spend too much time waiting for an adult to support them.
- Teaching in the Early Years Foundation Stage is good because teachers know the children well

and provide them with activities that are very well suited to their needs and abilities. In one lesson Nursery children were captivated by pictures of waves as they considered their experiences of visiting the beach.

- Teaching in the units is very effective. Disabled pupils and those who have special educational needs are well taught by skilled adults in the classrooms or in small groups.
- It is clear when listening to pupils read from previously unseen books that they are developing the confidence and skills to accurately pronounce words. Pupils who fall behind in their reading are well supported and make good progress with improving their reading skills in order to catch up. This demonstrates improvements to the quality of teaching.
- In all lessons teachers encourage positive behaviours and attitudes. Pupils respond well to adults' requests and are exceptionally cooperative when carrying out tasks whilst working in pairs or small groups.
- Adults manage behaviour very well. Teachers have ensured pupils are fully aware of the school's system, and in conversations pupils were quick to mention the improvements in behaviour around the school that have taken place.

The behaviour and safety of pupils are good

- Pupils are very polite to visitors and cooperate well with each other whether they are learning in classrooms, moving around the school or playing outside. They behave well with little supervision, which ensures that the school is calm and purposeful.
- Attendance has consistently improved and is now above average; in addition, levels of lateness are low because pupils enjoy coming to school. The appointment of a support worker has also ensured that families have been successfully given help with improving attendance.
- The breakfast club is well organised and pupils are looked after well by the staff. It provides a good start to the school day.
- Pupils feel safe in the school because adults are very caring. Pupils and parents say that they are happy to talk to teachers, who are very supportive, because they listen and respond quickly to the issues they raise.
- Pupils are aware of the different types of bullying and say that bullying and racist incidents are uncommon, and this is backed up in school records. Pupils say that adults respond straight away if there are any incidents.
- Pupils who attend the units sometimes struggle to meet the high expectations of behaviour set by the school. On the occasions when misbehaviour happens the highly skilled staff quickly settle the pupils.
- Records of behaviour incidents and actions carried out by staff are rigorously kept by the school in order to track and support the needs of pupils, especially those that attend the unit. As a result of improvements made by leaders, there has been a reduction in the number of occasions that the school has chosen to use short-term exclusions. Their approach has been very effective as there have been no permanent exclusions from the school in recent years.
- Pupils' behaviour is not outstanding because they occasionally lose concentration in lessons and their attention wanders when they are not fully engaged by good teaching.

The leadership and management are good

- The headteacher, deputy headteacher and governing body recognise that there has been a dip in the school's recent performance. As a result, they have gathered together extensive evidence and have skilfully used it to identify aspects that need further improvement. Since September they have made significant changes to the way that the school operates. For example, they have made improvements to the curriculum, systems for checking how well pupils are doing and the behaviour system.
- Leaders provide regular training for teachers and set appropriate targets to raise teachers' skills.

As a result, pupils' performance in reading, writing and mathematics has improved since September 2012.

- The headteacher and deputy headteacher have made effective changes to the organisation of staff. For example, in order to raise standards in literacy they have employed a reading recovery teacher.
- Leaders have been very successful in ensuring that the new staff that have joined recently have been able to quickly establish purposeful routines and are working hard to raise standards. Responses in all the staff questionnaires are very positive about the school and its leadership.
- The senior leaders and governors recognise that the school plays a significant role in the community. They provide pupils with a range of activities that enhance their social, moral, spiritual and cultural development. The curriculum includes opportunities for pupils to learn music and French. There are clubs and activities before, during and after school, such as sports.
- The local authority recently reviewed its role in supporting the school and increased the number of days that it provides support in order to help the school to make further improvements.
- **The governance of the school:**
 - The governing body is highly committed to making improvements for the school and the local community. It has worked tirelessly to support the headteacher and to bring about an increase in standards. Governors understand data and how the school is performing. They have asked challenging questions and have been fully involved in making plans for improvement. The governing body is fully aware of the way that the pupil premium is improving outcomes. Governors have managed the school's finances well, which has enabled the school to appoint a number of staff with valuable skills that enable them to effectively meet the needs of pupils. They are fully aware of linking pay to performance and have taken appropriate action when managing the performance of staff against their targets. The governing body fully carries out its duties including implementing robust safeguarding procedures.

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	134705
Local authority	Redcar and Cleveland
Inspection number	412584

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	261
Appropriate authority	The governing body
Chair	Karen McGarrity
Headteacher	Helen Hall
Date of previous school inspection	29 June 2010
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