

# Oakridge Community Primary School

Coronation Avenue, Hinderwell, Saltburn-by-the-Sea, North Yorkshire, TS13 5HA

**Inspection dates** 30 September–1 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Oakridge is a very happy, harmonious community of learners where every child is important. The headteacher has successfully driven forward improvement since the last inspection.
- The headteacher, increasingly supported by the governing body, rigorously checks the school's performance and takes immediate action to ensure success. More work is needed to improve and sustain the level of governor challenge.
- The headteacher is strongly committed to developing her staff; the roles of subject leaders are still being developed so that they are fully involved in checking and developing the quality of teaching and improving pupils' progress across the school. Close partnerships have been formed with local schools in order to do so. Subject leaders share and gather innovative ideas to further improve the quality of teaching and learning.
- Teachers have built strong relationships with their pupils. They increasingly make excellent use of marking and feedback to help pupils to move on in their learning.
- The teaching of phonics (the sounds letters make) is effective and is having an excellent impact on pupils' achievement in reading and writing.
- From starting points that are similar to those expected, pupils make exceptional progress across the school and achieve standards that are above average in reading, writing and mathematics by the end of Year 6.
- Pupils' behaviour and their attitudes to learning are impeccable because the school works as a team to create a harmonious learning environment in which all pupils are expected to reach their potential. This makes a significant contribution to pupils' rapid progress and achievement.
- Children's learning gets off to a good start. Improvements in provision outdoors in the early years have significantly helped to develop opportunities for children to enjoy structured play with a strong emphasis on learning.

## Information about this inspection

- The inspector observed seven lessons, two of which were observed with the headteacher.
- Pupils' books and learning journals were looked at, including those retained by the school from the previous year.
- Meetings were held with the headteacher, a group of pupils, members of staff, three members of the governing body and the local authority.
- A group of pupils brought their reading books and diaries, read to the inspector and discussed how the school had helped them to improve their learning.
- The inspection took account of 10 responses to Ofsted's online parent survey, Parent View, eight staff questionnaires and the results of a recent school survey of parents' views. Discussions were held with parents at the start of the school day.
- The inspector observed the school's work and looked at a number of documents, including achievement data, the school's evaluation of its own performance and development plan, behaviour and attendance records and information relating to safeguarding.

## Inspection team

Pauline Pitman, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than most primary schools.
- Pupils are taught within two mixed-age classes. One class is for Nursery, Reception and Year 1 and the other for pupils in Key Stage 2.
- Most pupils are White British.
- The proportion of disadvantaged pupils known to be eligible for funding through the pupil premium is below average. This is additional government funding which supports pupils who are known to be eligible for free school meals.
- The proportion of pupils supported at school action is below the national average. The proportion of those supported at school action plus or with a statement of special educational needs is slightly above the national average.
- The school provides a number of after-school clubs, such as a cookery club.
- The school meets current floor standards, which are the minimum expectations set by the government for pupils' attainment and progress in English and mathematics at the end of Year 6.
- The school has built excellent partnerships with the Coastal group of schools and other local secondary and primary schools in the Esk Valley.
- Following the last inspection, the governing body has been reviewed. There are a number of new governors, including a new Chair.

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

- Strengthen leadership in order to further improve and sustain the quality of teaching and pupils' achievement, by:
  - developing the role of subject leaders, through partnership working, so that they are fully involved in checking and developing the quality of teaching and improving pupils' progress across the school and in the early years
  - further improving and sustaining the level of challenge governors provide to hold the headteacher and her staff to account.

## Inspection judgements

### The leadership and management are outstanding

- Since the last inspection, the headteacher has worked tirelessly to create a community which works closely together to improve and sustain high-quality teaching and learning within the school. Pupils and parents are encouraged to be equal partners in this drive for excellence.
- Although this is a small school, it does not work in isolation. The headteacher has made strong links with the wider community of local schools. This has provided professional development opportunities, introduced fresh ideas and supported all staff to develop their roles. The headteacher has recognised the need to further improve subject leadership in the school. Regular liaison with local partnerships has increased capacity and plans are in place to continue to work with these partners to further develop expertise.
- The headteacher, supported by the Chair of the Governing Body, has improved the system for checking pupils' progress. Key information is shared with staff, which helps them to plan teaching with precision and to ensure there is equality of opportunity for all pupils. School performance is very regularly and rigorously checked by the headteacher. The local authority and key governors add a good level of challenge to the process, evaluating the effectiveness of the school and agreeing improvement plans. Very swift action is taken to further improve performance.
- The school has an extremely clear understanding about exactly where pupils are in their learning. Staff have worked very hard to ensure that their assessments of pupils' skills are precise. Internal and external checking of pupils' performance has confirmed the school's expertise and accuracy in assessing writing.
- The curriculum is well designed and innovative, and contributes strongly not only to academic success but also to pupils' spiritual, moral, social and cultural development. It helps pupils to prepare for the next stage in their school life and for life in modern Britain. For example, pupils speak very positively about the introduction of regular outdoor activities to help them learn about their environment. A recent trip to London fired pupils' imaginations following a theatre visit and helped pupils to understand about diversity in a big city.
- The school has developed highly successful strategies to involve parents in the life of the school, including those who are less confident. Parental feedback is highly positive about the leadership and management of the school. There is a successful Parent Teacher Association which is highly valued by the school.
- The primary school sport and physical education funding is put to good use. It has helped the school to employ two experienced sports tutors and to run after-school football and other sports activities. This is having a positive impact on children's skill development and on their enjoyment of sport. For example, boys and girls regularly participate in learning both rugby and football skills during after-school clubs.
- **The governance of the school:**
  - Since the last inspection, there has been a review of the work of the governing body. Individual expertise has been harnessed and training has helped governors to more fully challenge the headteacher about the performance of the school. Governors know how well the school performs compared to other schools nationally. 'Governor of the Month' gives specific governors an opportunity to visit classrooms to observe the work of the school. This ensures that governors have a good understanding of the quality of teaching. Although governors challenge the headteacher, even greater monitoring and evaluating of the quality and impact of teaching on pupils' achievement will help to sustain outstanding performance.
  - The Chair of the Governing Body brings a high degree of financial expertise to the school, which has helped the school to maximise its resources. For example, the development of the early years' outdoor play area has enhanced provision. Governors are knowledgeable about how the pupil premium and primary school sport funding are spent and check very carefully that they have a very positive impact on pupils' achievement.
  - The school's arrangements for safeguarding pupils and staff meet government requirements.

**The behaviour and safety of pupils are outstanding****Behaviour**

- The behaviour of pupils is outstanding. Attitudes to learning are exemplary and children are very proud of being part of the Oakridge community. This enables them to enjoy learning and to make the most of their education.
- Pupils work and play together in a mature and confident way. They have been taught how to respect and look after one another. This is most obvious during lunchtime, when the older pupils serve food to younger children on their table. Lunchtime is an opportunity to share the events of the day and to enjoy food in a friendly, relaxed atmosphere.
- There is never any disruption to learning. Pupils understand and follow the school rules with minimum need for staff intervention. They want to learn and are very tolerant of one or two vulnerable pupils who, very occasionally, find it more difficult to follow classroom routines. This mutual trust and support create an extremely positive environment for learning.
- Pupils have a deep understanding of the difference between right and wrong and are sensitive to the needs of others. School records show that there have been no serious behavioural incidents for some time. Bullying and name calling are virtually non-existent.
- High attendance is an important priority for each class. Children love to come to school, which means that levels of attendance and punctuality are excellent. The school is working closely with one or two parents whose children find it more difficult, for very real reasons, to attend.
- The school looks after those who are most vulnerable very well. Pupils from other schools are integrated extremely well and are soon inducted into the positive learning environment where learning is fun.

**Safety**

- The school's work to keep pupils safe and secure is outstanding. Children feel totally safe in school and parents agree. They understand the importance of keeping safe on the internet and have enjoyed participating in a cycling proficiency scheme. Pupils report that visits from the police and the fire brigade have helped them to keep safe. The outdoor learning development allows pupils to learn about risk and to play outdoors safely.
- School procedures to meet safeguarding meet statutory requirements.

**The quality of teaching is outstanding**

- Relationships between teachers and their pupils are outstanding. This helps to build trust and allows pupils to take risks when they are learning a new skill. For example, in one class, pupils thoroughly enjoyed writing down ideas and sharing them with others to plan a story. They were highly confident to rehearse their stories out loud and to accept suggestions for improvement from others in the class.
- Adults systematically check pupils' learning during lessons. They ask challenging questions that make pupils think. Pupils' work shows that they are encouraged to learn from their mistakes and are given very clear written and verbal feedback to help them understand what they need to do to improve.
- Reading, writing and mathematics are taught very effectively and are woven into all strands of the curriculum. Boys and girls enjoy reading and are able to talk about different books they have read in school and at home. In one class, pupils enjoyed experimenting with shapes and angles to discover their properties. All this enables pupils to make outstanding literacy and mathematics progress.
- The teaching of phonics, the sound that letters make, is particularly rigorous and well planned. Younger children benefit from this daily structured approach and all pupils can explain how they use these skills to help them to improve their reading and writing. The impact of teaching can be seen in the highly successful results of the Year 1 national phonics tests over the past few years.
- Teaching assistants, especially in the early years, provide crucial support for learning. They work as a team to complement the work of the teacher and provide valuable, additional capacity to the school.
- The most able pupils and those who find learning more difficult are extremely well catered for through carefully differentiated planning that helps them to make rapid and sustained progress. There are very high expectations for all pupils and the most able are encouraged to aim for the highest levels. 'Nothing is impossible,' displayed on the Key Stage 2 classroom board, illustrates the drive for excellence.

**The achievement of pupils is outstanding**

- Pupils make substantial and sustained progress throughout the year groups and across subjects, including English and mathematics. This is because of the ambition of the headteacher to drive up standards for children in the community and the excellent quality of teaching on offer. Evidence in pupils' workbooks, observations of teaching and learning and the school's own rigorous tracking systems show that nearly all pupils in school are making outstanding progress throughout the year in all subjects.
- All pupils reached the expected levels of attainment at the end of Year 6 in reading, writing and mathematics. The proportion reaching the higher levels of attainment has increased. This means pupils leave primary school with the learning tools they need for secondary school.
- The proportions of pupils making the expected progress in reading, writing and mathematics through Key Stage 2 were similar to the national average in 2013. School data and inspection evidence show that progress through Key Stage 2 is very fast and a much higher proportion are now making more progress than is expected nationally.
- The standards reached by the end of Year 2 have improved significantly each year since 2012. School data from teacher assessments show that attainment in Year 2 in 2013 and 2014 was above the national averages, particularly in reading. This represents excellent progress from pupils' lower starting points.
- There are too few disadvantaged pupils in the school for an analysis of their progress and attainment data to generate meaningful statistics at the end of Year 6. However, a study of the school's tracking and assessment data and work in pupils' books confirm that disadvantaged pupils, across the school, are also making outstanding progress.
- Pupils with special educational needs get the help they need and, as a result, make at least good and often outstanding progress from their starting points. The school makes very good use of outside support to advise on the best teaching approaches.
- The achievement of the most able pupils has improved. The school is constantly reviewing how to ensure that the most able pupils reach their full potential. In mathematics, for example, the most able are taught in small groups and some work with staff from a local high school in order to push pupils to achieve the highest levels.
- Pupils across the school make outstanding progress in reading. In 2013, all pupils reached the expected standard in the screening check of pupils' skills of linking letters with sounds (phonics) at the end of Year 1. School data show that this excellent performance has been sustained in 2014. Standards of reading in Key Stage 1 are much higher than expected nationally.

**The early years provision is good**

- Children's skills and knowledge on entry to the early years vary from year to year but, over time, are generally below those typical for their age. Children join a mixed-age class where they are taught alongside Key Stage 1 pupils and they learn quickly from older pupils. Children settle into school life quickly, are keen to learn, play together well and are well behaved. Most children make good progress and are well prepared for learning in Year 1.
- The headteacher has ensured that provision and outcomes in the early years have improved. The recent construction of the outside learning area, for example, has provided a safe and attractively resourced space to discover the world and to improve children's physical development. This is already having a positive impact on children's learning and progress. Early years leadership and management are now being developed further, including through partnerships with other local schools.
- The quality of teaching is good. Arrangements to assess and check children's progress have been strengthened. All staff now use the information they collect about children's starting points and progress to help them to plan activities and to record achievements electronically. Staff use this to ensure that activities throughout the week are well focused and meet children's varying needs. Parents are encouraged to provide important information about their children's achievements beyond school, such as in the 'I am Special' booklet.
- Teaching assistants are an invaluable resource and skilfully support and nurture children to develop skills in all areas of learning. They work as a strong team to plan learning, to check children's progress and to record small steps of development.
- Children make good progress in learning to read and write. Teachers ensure that children learn how to match letters and sounds together. Parents say they can already see their children's reading skills improving in the first few weeks of term.
- All staff ensure that children are safe and happy. Safeguarding procedures meet statutory requirements.

## 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

<b>Unique reference number</b>	121300
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	448844

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

<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>	38
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Neil Duell
<b>Headteacher</b>	Nance Wrigley
<b>Date of previous school inspection</b>	20 January 2010
<b>Telephone number</b>	01947 840255
<b>Fax number</b>	Not applicable
<b>Email address</b>	headteacher@oakridge.n-yorks.sch.uk



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