

Overfields Primary School

Daisy Lane, Ormesby, Middlesbrough, Cleveland, TS7 9LF

Inspection dates 22–23 April 2015

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

Summary of key findings for parents and pupils

This is a good school.

- Leadership and management are good. Leaders, including governors, have tackled all of the issues from the previous inspection well so that the school is now good.
- Leaders regularly check pupils' progress and the quality of teaching. This helps them to know how well the school is doing in order to address any weaker areas. As a result, the achievement of pupils and the quality of teaching have both improved and are now good.
- Teachers plan activities that engage the interests of pupils. They use their good subject knowledge to explain new work clearly and ask questions in a way that deepens pupils' understanding.
- Pupils make good progress in reading because they enjoy it and are taught well at school. They are inspired by the reward system for home reading where they receive their own book when they have read one hundred times at home.
- Pupils' achievement in writing has improved considerably so that it is now good. Standards are now much closer to the national average.
- Pupils also make good progress in mathematics. Standards have improved over the last three years and are broadly average.
- Pupils in the speech and language unit make outstanding progress. This is because teachers match learning activities exceptionally well to pupils' individual needs.
- Children make good progress in the early years. Adults provide many interesting and exciting activities indoors and out. This helps children to learn well across all areas of the curriculum.
- Pupils are happy, polite and caring towards each other. They work hard in lessons and want to do their best. The vast majority of pupils behave well around the school, at lunch and play times.
- Pupils say they feel safe. They have lots of opportunities to learn how to stay safe, for example on the internet, and by talking to trusted adults.

It is not yet an outstanding school because

- Teaching is not outstanding because the most able pupils are not always challenged enough. Teachers do not always make sure that all pupils have opportunities to learn from their mistakes and improve their work.
- Communication with parents is not consistently good so that a small number of parents lack confidence in the school's work.

Information about this inspection

- Inspectors observed lessons and checked the quality of pupils' work. Some of these activities were carried out jointly with the headteacher and deputy headteacher.
- Inspectors talked to pupils at break and dinner times, and listened to others in Years 1, 2 and 6 read.
- Not enough parents responded to the online questionnaire (Parent View) so inspectors spoke to parents during the inspection and took the school's own survey of parents' views into account.
- Inspectors met with senior and middle leaders, members of the governing body, a representative of the local authority and a director from the trust.
- The school's improvement plan and records of pupils' achievement, as well as records of the quality of teaching, pupils' behaviour and safeguarding were examined.
- Twenty staff submitted their views via a questionnaire and inspectors took these into account.

Inspection team

Christine Cottam, Lead inspector

Additional Inspector

Barbara Hudson

Additional Inspector

Full report

Information about this school

- Overfields Primary is smaller than the average-sized primary school.
- Overfields is a member of Aspire Learning Partnership, a trust consisting of 8 primary schools who work together. The trust is governed by a board of directors. Overfields Primary school has its own governing body. The Chair of Governors and headteacher are directors of the trust.
- The proportion of disadvantaged pupils, those eligible for the pupil premium, is much higher than the national average. (The pupil premium is additional funding the school receives for those pupils who are known to be eligible for free school meals, and those children who are looked after by the local authority.)
- The vast majority of pupils are of White British heritage and speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs is slightly higher than that found nationally.
- The school has a speech and language unit which takes part-time and full time pupils from Redcar and Cleveland and Middlesbrough schools. These pupils are dual registered with their home school and their national test results are not included in the school's results.
- The early years is taught as a unit and includes full time reception and part time nursery aged children.
- The school meets the current floor standard, which is the government's minimum expectation for attainment and progress in English and mathematics at the end of Year 6.
- The school has gained a number of awards, most recently a bronze school games award and is working towards 'Enhanced Healthy School' status.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is outstanding and pupils make even more rapid progress by:
 - providing effective opportunities for pupils to correct or improve their work for themselves so that they learn from their mistakes
 - making sure that the work set for the most able pupils is sufficiently challenging and deepens their thinking so that more pupils reach higher standards.
- Strengthen communications with parents so that the good partnerships forged in early years are evident throughout the school.

Inspection judgements

The leadership and management are good

- Leadership and management have improved since the previous inspection and are now good. This is because leaders have made sure that the quality of teaching is consistently good and standards in English have increased so that they are now broadly average.
- The headteacher and her leadership team know exactly how well pupils are achieving. Leaders make sure that teachers assess pupils' progress regularly and that the assessments are accurate. Teachers then plan extra help for pupils who are falling behind. As a result of this systematic approach, achievement has improved since the previous inspection.
- Leaders also regularly check the quality of teaching by observing lessons and looking at pupils' work. This information is used well to manage the performance of teachers. Teachers are given detailed feedback so that they know what they need to do to improve. Where teaching in the past has not been good enough, then extra help has been provided and pay rises were withheld until improvements were seen. As a consequence, all teaching is now good or better.
- Middle leaders are ambitious and have a good knowledge of the strengths and weaknesses in their subjects. They have a clear understanding of their role and support the headteacher well in thoroughly checking the work of the school.
- There is a broad and interesting curriculum in place so that pupils are given a wide range of opportunities. These opportunities extend beyond the school day. For example, older pupils are able to take part in residential visits and all pupils have been to the theatre.
- There is good provision for pupils to develop their understanding of other religions and cultures and this helps their spiritual, moral, social and cultural understanding. This and other studies about modern Britain are helping pupils to develop a good understanding of the British values of democracy, tolerance and respect for others.
- Leadership of the speech and language unit is outstanding. As a result, disabled pupils and those with special educational needs make excellent progress and their behaviour is outstanding.
- Leadership of early years is good. In particular, the early years team has forged excellent partnerships with parents so that they feel involved and confident. These excellent links with parents are not developed as well as they could be in other key stages.
- The primary school sports funding has been used effectively to increase competitive opportunities in a wider range of sports. For example, a school team recently won an inter school tag rugby competition and are now through to a regional competition. Funding has also been used to increase the skills of teachers by getting them to work alongside sports coaches to develop their subject knowledge.
- Leaders and governors manage finances, including the pupil premium grant, well. Improved teaching is ensuring that disadvantaged pupils are now achieving as well as their peers. As a result, all pupils, regardless of their backgrounds, make good progress. This demonstrates the school's good commitment to promoting equality of opportunity, fostering good relations and tackling discrimination.
- The school joined the trust in November 2014. The trust has started to bring teachers together for professional development to help them develop outstanding teaching skills. These opportunities for teachers to share best practice are too new to have yet had an impact.
- A representative of the local authority school improvement team has worked regularly with leaders to help the school improve. The local authority is now confident that the school no longer requires this level of support.
- The school's arrangements for safeguarding pupils are good. All of the necessary checks on adults have been carried out and staff are vigilant about health and safety so that risks are measured and managed well.
- **The governance of the school:**
 - Governance has improved since the previous inspection and is now good. Governors have attended a national conference to help them understand their role and now focus predominantly on teaching and standards.
 - Governors have a detailed knowledge of the information they are given about pupil achievement. They have attended training with school staff to develop their understanding of published performance data. This has helped them to challenge leaders about pupil achievement.
 - Governors have a good knowledge of the quality of teaching because they meet regularly with the headteacher and the school improvement officer from the local authority. They have also checked that their judgements are accurate by commissioning external consultants to provide a report about the quality of teaching. Governors use this information about the quality of teaching to reward good

teaching and take action where there is any that is not good enough.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils thrive in a warm and supportive environment where they learn to tolerate and respect the views of others. Pupils are happy, polite and caring.
- There are clear rules and routines so that the behaviour of the vast majority of pupils is consistently good in lessons, around the school, and at play and lunchtimes.
- Pupils respond quickly to adults' instructions and requests so that disruption to learning in classrooms is rare.
- Play and lunchtimes are predominantly calm and harmonious. Pupils play together well, with a variety of activities. For example, older pupils were learning to skip. Some older pupils have been trained as sports leaders so that they help other pupils to play.
- Pupils have good attitudes to school and take pride in their work. They work hard in lessons because they want to do their best. Pupils take pride in their work and present it carefully and neatly. They are also keen and eager to practise their reading at home on a daily basis because they love the challenge of the reward system for doing so.
- The school council provides good opportunities for pupils to take responsibility for aspects of school life and to learn about democracy. Younger pupils are proud of their work to improve playtime equipment.
- The behaviour of pupils who attend the speech and language unit is outstanding. This is because adults have high expectations and provide effective support so that pupils settle quickly, work hard and behave exceptionally well.
- Attendance has improved and is now broadly average.
- A small minority of parents expressed concerns about behaviour during the on-site inspection. Inspectors are confident that adults take reasonable steps to manage behaviour and keep pupils safe, and parents mainly agree that their children are happy and that behaviour is managed well. However, almost half of parents who responded to the school survey recently did not know whether the school tackled bullying well. All of this indicates that the school's communications with parents are not consistently effective.

Safety

- The school's work to keep pupils safe and secure is good.
- There are numerous activities during the school year that help pupils of all ages know about risks and how to stay safe. For example there are visits to the school by the fire brigade and the police. There is also an annual anti-bullying week so that pupils have developed a good knowledge about different types of bullying and how to keep themselves safe, for example on the internet.
- Key Stage 2 pupils say that bullying sometimes happens and sometimes children fall out with each other. They are confident that adults will help them to sort it out quickly so that they feel happy and safe in school.
- Key Stage 1 pupils say that one or two of their classmates play too roughly sometimes. They say that it does get sorted out when they tell an adult.

The quality of teaching is good

- Teaching is consistently good and sometimes it is outstanding. Where it is outstanding, teachers have very high expectations. For example, in a Year 3 mathematics lesson, the teacher asked pupils questions designed to deepen their understanding and sharpen their calculation skills. Pupils were expected to concentrate and think for themselves, explain their answers and help each other to understand. This energetic and enthusiastic teaching helped all pupils to make rapid progress.
- Teachers use their good subject knowledge to teach mathematics well so that achievement in mathematics is slightly higher than it is in other subjects.
- Teachers plan carefully to make sure that pupils make good progress over time. They plan a range of activities that spark the interests of pupils so that they work hard in all of their subjects. Pupils say that teachers make their lessons fun.
- The teaching of writing has improved since the previous inspection and is now good. Teachers make sure that pupils have opportunities to write for a variety of different purposes in their English lessons and in

other subjects too. Teachers expect pupils to write neatly and use correct spelling and punctuation. As a result, pupils make good progress in writing.

- Reading is taught well. Pupils in Key Stage 1 are taught their letters and sounds effectively so that they use their knowledge well to work out new words. This good teaching of reading continues throughout Key Stage 2 so that pupils become fluent and enthusiastic readers.
- Teachers mark pupils work regularly and carefully and tell pupils what they have done well. The marking in English and mathematics books usually tells pupils how to improve their work.
- The school recognises that pupils do not have enough opportunities to correct and improve their own work in English or other subjects in order to make more rapid progress.
- Teaching assistants work well in partnership with teachers to make sure different groups of pupils make good progress.
- Teaching in the speech and language units is outstanding. This is because teachers use assessment information meticulously in order to plan activities that are closely matched to pupils' individual needs. As a result, pupils make outstanding progress.
- Teachers do not always provide enough challenge for the most able pupils. Sometimes teachers expect them to complete the same work as other pupils and this is too easy for them. On other occasions teachers do not give pupils the information they need to be able to check and improve their work for themselves and so make faster progress.

The achievement of pupils is good

- Pupils make good progress because the quality of teaching is good.
- Children start school in Nursery with skills and abilities that are lower than those typically found. They make good progress throughout early years so that the majority are ready to make a good start to learning in Year 1.
- This good progress continues in Years 1 and 2. By the end of Year 2 most pupils have reached average standards in reading, writing and mathematics. The proportion attaining higher standards than this is below the national average, although it is improving.
- All pupils in the current Year 6 are making good progress from their below average starting points so that standards are broadly average in reading and mathematics. While standards in writing are lower than they are in reading and mathematics, they are catching up. Pupils are now making good progress in writing so that standards are much closer to the national average and higher than they were at the previous inspection.
- Pupils write frequently for a wide variety of different purposes. For example, Year 5 pupils have written excellent persuasive accounts which detail why bullying is wrong and how pupils can protect themselves. Pupils' writing is detailed, well organised and neatly presented. They have good opportunities to write in other subjects such as history and science.
- Pupils enjoy reading and read with increasing accuracy and fluency as they mature. They have a good knowledge of authors and are enthusiastic readers. Reading skills are taught well at school and almost all pupils also read on a daily basis at home. This is because leaders give reading a high profile and reward pupils who read frequently.
- Pupils are enthusiastic about mathematics and are making good progress. In 2014 a larger than average proportion reached a very high level for their age at the end of Year 6.
- Over time, however, the proportion of pupils reaching above average standards in reading, writing and mathematics is lower than the national average in all key stages. Expectations of the most able pupils are not always high enough so that they are sometimes set work that is too easy for them. At other times the most able pupils are not expected to check their work for themselves so as to deepen their thinking, when they are capable of learning to do so, in order to make faster progress.
- Disadvantaged pupils currently make similarly good progress to other pupils in the school. In 2014 the attainment of disadvantaged pupils was about two terms behind others nationally in reading, one term in mathematics and a year and a half in writing. The number of pupils in each year group eligible for the pupil premium in this small school varies considerably, making comparisons difficult. However, it was clear to school leaders that these gaps were too large, particularly in writing. The school has put in place good support for disadvantaged pupils, but this cohort did not have the advantage of the good teaching that now exists in the school. In Year 2 in the same year the attainment of disadvantaged pupils was slightly higher than it was for other pupils. The gap between disadvantaged pupils and others is closing rapidly in the current Year 6 so that there is now very little difference.

- Disabled pupils and those with special educational needs make good progress. This is because leaders identify pupils' specific needs very early and make sure pupils receive good support to help them achieve well.
- The achievement of pupils in the Key Stage 1 and 2 speech and language units is outstanding. All of these pupils are making outstanding progress from their very low starting points.

The early years provision

is good

- Children make good progress across all areas of the curriculum. This is because adults provide a wide range of activities that stimulate the interests of children so that they thrive and are happy to learn.
- The proportion of children who reach a good level of development by the end of Reception is increasing each year so that a majority of children are now ready to make a good start in Year 1. In particular, there have been good improvements to children's writing skills so that many children are now able to write simple and accurate sentences on their own by the time they leave the early years.
- Children settle quickly into early years and develop good social skills. They quickly learn to take turns, share equipment and follow the rules and routines. Adults constantly use praise and encouragement so that children are happy at school and know how to behave well in a warm and friendly atmosphere.
- The quality of teaching in early years is good. Adults are particularly adept at developing the language skills of children through skilful questioning and discussion. The speaking skills of some children are particularly low when they start in nursery, but improve rapidly as a result of these interactions.
- Adults assess children's progress regularly and accurately and use this information to plan activities that help children to make good progress.
- Adults are vigilant about health and safety matters and constantly check that the inside and outside learning areas are safe and well supervised.
- The leader of the early years is enthusiastic and knowledgeable. She organises the curriculum so that activities are exciting and leads other adults extremely well so that everyone is focused on making sure children make good progress.
- The early years leader and her team are held in high regard by parents. They have forged particularly effective links with parents so that they feel well informed and involved in their children's learning. For example, before they start in nursery, children who are soon to be three years old come into early years with their parents one afternoon a week to work with adults on nursery activities. This allows parents and staff to get to know each other and provides a valuable source of information about each child for the nursery.

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	111630
Local authority	Redcar and Cleveland
Inspection number	462209

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	205
Appropriate authority	The governing body
Chair	Angela McBride
Headteacher	Tracy Watson
Date of previous school inspection	8 May 2013
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