



# Oakridge Community Primary School

## Inspection Report

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**Unique Reference Number** 121300  
**LEA** North Yorkshire  
**Inspection number** 280978  
**Inspection dates** 21 November 2005 to 22 November 2005  
**Reporting inspector** Mrs Linda Murphy CfBT Lead Inspector

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

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<b>Type of school</b>	Primary	<b>School address</b>	Coronation Avenue
<b>School category</b>	Community		Hinderwell
<b>Age range of pupils</b>	3 to 11		Saltburn-by-the-Sea TS13 5HA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01947 840255
<b>Number on roll</b>	64	<b>Fax number</b>	01947 841554
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Dr G Croft
<b>Date of previous inspection</b>	11 July 2000	<b>Headteacher</b>	Mrs J Degg

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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This small rural school serves the villages of Hinderwell, Port Mulgrave and Runswick Bay. Since the last inspection the numbers on roll have declined; attainment on entry has moved from broadly average to below average, a new headteacher was appointed three years ago and in the autumn term 2005 there was a complete change of teaching staff. The majority of pupils are of white British heritage and all speak English as their first language. The proportions of pupils who are eligible for free school meals and with learning difficulties and/or disabilities are broadly average. The school attained the Healthy Schools Award in 2004.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The school judges that it is effective. Inspectors disagree with this view and judge its effectiveness and the value for money it provides to be inadequate. The school has been an increasing cause of concern for the local authority which has provided assistance since October 2003. The school's capacity to improve is inadequate given the overall decline since the last inspection.

The school's work is very much held back by strained relationships of long-standing between the school, parents and local community. Inspectors found a small number of parents with very vociferous negative views which are badly affecting the partnership between home and school. Time and energy given to dealing with these issues has taken away the focus from raising standards and has left leadership and management inadequate. Long-term staff absences at most levels - administrative, support, and teaching - and the need to deal with some serious personnel issues have altogether been a distraction and caused a stressful increase in workload for the leaders and managers of the school. Notwithstanding this, the leaders are resilient and determined to bring about success.

The positive effects of new appointments to the teaching staff and some restructuring of responsibilities have yet to be fully embedded, but there is an increasingly positive ethos.

The provision and standards in the Foundation Stage are good. Pupils' personal development is satisfactory and attendance is good. Standards are broadly average although pupils' achievement is inadequate. This is because the teaching, learning and care provided for pupils are also inadequate.

### What the school should do to improve further

- Raise levels of achievement in Year 1 to Year 6.

- Improve the effectiveness of leadership and management at all levels and make sure pupils are safe and happy in school.
- Build on the emerging strengths in teaching and eliminate the weaknesses so that pupils' learning is accelerated.
- Improve relationships with parents and the immediate community.

## Achievement and standards

### Grade: 4

Most children start school in the nursery class with skills that are below those expected for their age particularly in their social skills and language development. They make good progress so that by the end of the Reception year they are on course to attain the

levels expected of them nationally.

The groups of children taking the national tests each year at Year 2 and Year 6 are very

small and so the school's test results should be treated with caution.

However, over the last two years achievement and standards have been below average. Achievement has been adversely affected by traumatic personal circumstances affecting a minority of pupils. The pupils in the present Year 6 are on target to attain the expected levels for their ages. This represents underachievement, however, because they entered Year 3 with standards that were above average overall. Pupils in Year 2 are set to attain at a typical level for their ages overall. Too few pupils are on track to attain highly.

Many changes in teaching staff over recent years have led to inadequate teaching and learning. This has adversely affected pupils' achievement including the progress of pupils with learning difficulties and/or disabilities. Pupils who have special gifts or talents

make the same progress as others in the acquisition of basic skills. Targets for pupils to

achieve are not set convincingly because assessment is at an early stage.

## Personal development and well-being

### Grade: 3

The satisfactory quality of pupils' personal development and well-being was overestimated by the school as good. Strengths are that pupils are positive about school and this is reflected in their above average attendance and good punctuality; they enjoy the activities and take pride in their school community. Pupils' behaviour

and attitudes are satisfactory. In class, when teaching lacks pace and challenge pupils easily slip into social conversations and lose interest in their learning. They take insufficient care with the presentation of their work - an aspect which was noted at the last inspection and has not been rectified. Behaviour is better around the school where pupils are courteous and respectful of others. Pupils enjoy the extra-curricular clubs and mostly understand the importance of a healthy lifestyle. Pupils are good at working with partners but many have yet to learn to work independently. They are not well prepared for the workplace because of their inadequate achievement in literacy and numeracy.

Pupils make satisfactory progress in their spiritual, moral, social and cultural development. The school council enables pupils' views to be shared and appropriately acted on. By Year 6 pupils are reasonably mature, confident and perceptive. They are upset when they see adults having little regard for others. Most say they have someone to turn to in school if they need help but in the pupils' view when children are unkind to others this is not always acted upon quickly enough.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

The quality of teaching and learning is inadequate and has declined from the good level at the last inspection. It was judged satisfactory by the school. Widespread staff absence and consequent changes in staff, as well as a lack of robust systems to underpin good teaching, account for the decline. Green shoots are apparent this term as the headteacher has worked with the local authority to improve lesson planning and the teaching of literacy and numeracy. Teaching observed varied between inadequate and good. Groups of pupils learn at different rates because the provision is variable and insufficiently well monitored. Some parents rightly have concerns about their children's learning.

Resources are used effectively to promote learning; for example, the use of interactive whiteboards. Good teaching and learning is marked by good relationships, clear objectives and well chosen practical tasks. Unsatisfactory teaching and learning has a slow pace; the management and organisation of lessons does not meet the needs of all learners. Pupils take advantage of this and need many reminders to concentrate on their tasks. Support by teaching assistants is variable in quality, the best being in the Foundation Stage. Not all are sufficiently well trained to teach the basic skills. As a result they tend to do things for the pupils rather than encourage independence.

New procedures for assessment are not yet embedded to provide tasks that are accurately matched to pupils' needs. Arrangements for tracking pupils' progress are at an early stage and not well understood by staff.

## **Curriculum and other activities**

### **Grade: 3**

The school thinks the curriculum is good. Inspectors disagree and judge it to be satisfactory: it meets statutory requirements. The curriculum has been reviewed to accommodate the arrangements for the split year and mixed year group classes in 2005/06. Links between subjects are being improved which is providing a more rounded view of learning for the pupils. Strengths are the good provision in the Foundation Stage and the enrichment opportunities through a good range of extra activities. These include opportunities for competitive sports and a residential experience for pupils in Year 5 and Year 6. Pupils who have special gifts or talents have a particular breadth to their learning through extra challenges set for them. The quality of the individual educational plans for pupils with learning difficulties and/or disabilities is inadequate. The targets are often too general and are therefore hard to address and evaluate. Satisfactory opportunities are provided to develop pupils' personal, social and health education as reflected in the achievement of the Healthy Schools Award.

## **Care, guidance and support**

### **Grade: 4**

The school judges that the quality of care, guidance and support for pupils is good. Inspectors disagree, however, and rate the aspect inadequate overall despite a number of strengths in provision. This is because of weaknesses in several aspects of care and safety which are inadequate in relation to safeguarding pupils. Records on child protection are incomplete or unavailable. Some parents raised concerns of inadequate care and supervision of children before or after school and were rightly concerned about safety in using the Internet. The example set by some support staff is unsatisfactory.

Strengths include well articulated policies, recent staff training and a friendly approach to the pupils. The marking and feedback of pupils' work has much improved this term and is helping pupils come to a better understanding of what they need to do next.

## **Leadership and management**

### **Grade: 4**

Leadership and management are inadequate. The work of the headteacher and chair of governors has been seriously adversely affected over time by the resistance and lack of cooperation of a number of staff. A small proportion of parents and other members of the local community have been strident in making their views known. This has undermined the work of the leadership of the school and has made it difficult to improve already sensitive relationships. The leaders of the school have been strong under pressure but have been overwhelmed. The situation has diverted the headteacher and governors, some of whom do not understand their strategic responsibility to the school, from raising standards. As a result a large proportion of staff and some parents

lack confidence in the leadership. The school has a deficit budget because of a falling roll.

The school's evaluation of its own performance is over optimistic and not promoting improvement. Although the school judges it has a good capacity to improve this is not so in relation to its track record since the last inspection. Since that time all aspects of school life have declined. A high level of support from the local authority has yet to impact favourably overall because of the many staff changes. Improvements are evident in the more settled staff; indeed provision for the Foundation Stage is good but this is not yet reflected in Years 1 to 6. Inadequate communication and a lack of clarity in the school's action plans are not helpful to developing the leadership and management role of others. Subject leaders are at an early stage in tackling their new subject responsibilities.



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	NA
How well does the school work in partnership with others to promote learners' well-being?	4	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	No	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

### Achievement and standards

<b>How well do learners achieve?</b>	4	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	4	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	2	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	4	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	4	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	No
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

**Text from letter to pupils explaining the findings of the inspection**

Thank you for helping with the inspection by telling the inspectors about your school.

It is our judgement, and Her Majesty's Chief Inspector of Schools agrees, that your school needs extra help to make it successful.

For the school to improve and give you a good education it should help you learn faster and make the teaching better. It should ensure that the leaders of the school help you to reach high standards and be safe and happy in school.

Your parents and the local community need to work with the school to help it improve.

The best things are that you all attend school regularly and you arrive in good time for your lessons. Around school you are polite and courteous.

We want you to always do your best and for your parents to help you enjoy your village school.