

Scarborough, Northstead Community Primary School

Inspection report

Unique Reference Number	121321
Local Authority	North Yorkshire
Inspection number	327453
Inspection dates	16–17 September 2008
Reporting inspector	Robert Robinson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	588
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr B Watson
Headteacher	Mr J Scoble
Date of previous school inspection	5 December 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Maple Drive Scarborough North Yorkshire YO12 6LP
Telephone number	01723 362 249

Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a very large primary school situated in a broadly average socio-economic area. Children come from up to 24 different pre-school settings before starting in the Reception year. The proportion of pupils with learning difficulties and/or disabilities is average. Most pupils are White British. The proportion of pupils learning English as an additional language is well below average and few of these are at an early stage of learning English. The school has gained the Financial Management Standard in Schools, Eco School and Healthy School awards, as well as the local authority (LA) Quality Mark for Inclusion.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Scarborough, Northstead Community Primary School is a good school which serves its local community well. The good care, guidance and support and the personal development of pupils, including their spiritual, moral, social and cultural development, are key features of the school's success. Pupils achieve well because of the good quality of teaching and a well thought out curriculum which meets the needs of all its pupils. The first-rate leadership of the headteacher is complemented by good support from senior leaders and governors. Subject coordinators are beginning to check the quality of learning and standards in each subject. This is seen as an area for further development by the school to ensure pupils do well in all subjects. Parents enthuse about the school. The following comments are typical of their feelings: 'Everything about the school is good', and, 'I am proud to have my child at this school'.

Pupils join Year 1 with broadly average standards, though their basic skills in literacy tend to be a little below average for their age. They build well on the good start they have in the Foundation Stage (Reception) because they are keen to learn. Good progress is maintained throughout the school and by the end of Year 6, standards are comfortably average with increasing numbers attaining at the higher levels. This is because improvements have been made since the last inspection which have successfully increased pupils' pace of learning. The introduction of a rigorous system to check pupils' progress throughout the school has proved to be particularly effective. In addition, the senior management team has been extended and enhanced. This shared leadership is benefiting pupils' learning. The provisional 2008 national tests results confirm improvements at the end of Years 2 and 6, especially in writing. Most teaching is good or better. The majority of lessons are planned well and in these lessons pupils make good progress. In a minority, guidance for lessons is too brief and does not identify in detail work for lower and higher ability pupils. This means that work is not always precisely matched to pupils' needs and abilities to ensure appropriate levels of challenge for all ability groups. Most lessons interest pupils and good links are made between subjects to help make their learning relevant. Teachers question pupils well and the management of behaviour is a strength in all classes. Pupils are, therefore, attentive and try hard. Teachers mark pupils' work conscientiously but across the school comments in books do not consistently suggest how pupils can improve or link to specific individual targets for improvement. Valuable opportunities are missed, therefore, to involve pupils in checking their work, making improvements and learning from their mistakes.

The curriculum is good and pupils enjoy school. Pupils have a good understanding of how to keep healthy through opportunities in lessons and in a broad range of out-of-school sporting activities. They are well aware of how to live healthy lives and proud to have gained the Healthy School award. Bullying incidents are very rare because pupils care for one another really well. They know that staff will always listen to their concerns. Pupils are well prepared for future learning.

The strengths in the leadership and management, the good quality of teaching, pupils' good attitudes to learning and the strong caring atmosphere provide the school with good capacity to continue to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The recently formed Early Years Foundation Stage (EYFS) unit successfully provides good provision for children in the Reception. Children thrive in the well resourced and well organised unit. The leadership and management of the EYFS are good. The EYFS leader has worked with staff to provide a stimulating learning area incorporating well thought out and stimulating indoor and outdoor areas. Parents have been fully involved and informed of the changes and express high levels of satisfaction with the new approach to learning. Beneficial links with the high number of pre-school providers have resulted in a smooth transition for the children to Northstead. As a result of the alterations to the accommodation, good teaching and a well thought out revised curriculum, children settle extremely well and achieve well. Members of staff assess each child's needs through careful observation of them engaging in a wide range of interesting, purposeful educational activities both indoors and outdoors. Children are so interested in their learning that most behave well, quickly gain new friends and make speedy progress. They relate positively to the adults who care for their educational and pastoral needs. Skills on entry vary with weaknesses particularly in aspects of communication, language and literacy skills. On entry this year, skills are broadly typical of children of this age. Standards at the end of Reception are broadly average with particular strengths in the personal, social and emotional development. The leadership is fully aware of how to improve the provision further. It is currently working on efficient electronic ways to record on-going children's progress in all their areas of learning. This will enable the leadership to identify quickly the progress of each child and to use this information more effectively to push on learning at a faster pace.

What the school should do to improve further

- Improve the consistency of teaching and learning so that work challenges pupils of all ability levels and marking gives clear indications as to what pupils need to do to improve their work and links to their individual targets.

-Ensure all subject coordinators are more accountable for checking learning and standards in their areas of responsibility.

Achievement and standards

Grade: 2

The achievement of all groups of pupils is good. Pupils enter Year 1 with standards that are broadly average, though there is some variation from year to year because of differing proportions of lower attainers. Pupils' good personal, social and emotional development prepares them well for learning. In Years 1 and 2, pupils make good progress. Provisional attainment in the 2008 Year 2 tests improved compared to previous years' results. The greatest improvement was in writing at the higher level which was a school priority during the year. In Years 3 to 6, pupils continue to sustain good progress. This was the case in the last academic year when gains were above those expected nationally in most age groups. The provisional results of the 2008 Year 6 tests were broadly at the expected level in English, mathematics and science. These pupils' progress from the start of Year 3 was good. Writing standards and the proportion of pupils reaching the higher level in science were much higher than previously reached. Statutory targets were met in English but not met at the higher level in mathematics. Appropriate action has been taken already by the school to improve standards in mathematics. Standards of the present Year 6 are broadly average. They are on course to reach broadly average to above

average standards by the end of the year because the quality of teaching throughout Year 6 is good.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school and being with their friends. This is reflected in their confident, considerate and friendly attitudes. Pupils report they feel safe in school and know who to go to if they have any worries. They say there is hardly any bullying and if it does occur they are confident it will be dealt with quickly and fairly. As a member of the school council stated, 'There is always someone there who will listen to both sides of the argument.' Behaviour is good and any challenging behaviour is dealt with effectively. Pupils show respect for the staff and for each other. Pupils benefit from the school's emphasis on healthy eating and the consequences of lifestyle choices. They take part in the running of the school through the school council. They have responsibilities for the smooth running of the school, such as caring for younger pupils at playtimes. Pupils benefit from the many opportunities to visit the local community. They participate in the wide range of activities outside school and appreciate visiting experts working with them. Relationships are very positive and pupils respond well to the care provided by the staff. Attendance is average, despite the large number of parents who work in the tourist industry needing to take holidays in term time.

Quality of provision

Teaching and learning

Grade: 2

Overall, the quality of teaching and learning is good enabling pupils to make good progress in their learning. Teaching is generally good or better, although some teaching is satisfactory. Most lessons are planned well and geared to pupils' prior attainment. However, this is not consistent throughout all classes and where teaching is satisfactory, the lesson plans lack detail and the learning needs of both higher and lower ability pupils are not identified. In most lessons, the questioning of pupils is well directed and teachers give clear instructions to pupils so time is not wasted when they work independently or in small groups. A particular strength throughout the school is the well implemented strategies to ensure good behaviour. Pupils respond well to one another and relationships with staff are amicable. The marking of work and setting targets for improvement is satisfactory though variable. Good systems are in place to highlight ways individuals can improve their writing but this is not used consistently in all classes. Learning resources, accommodation and teaching assistants are used well to assist the learning of all, including those with learning difficulties and/or disabilities.

Curriculum and other activities

Grade: 2

The school provides an effective curriculum which meets the needs of all pupils. Recent improvements have been introduced to provide meaningful links between different subjects. There is a strong emphasis on developing writing skills in other subjects and using information and communication technology to support learning. Pupils report that learning is enjoyable, 'Teachers make lessons interesting and fun'. Global awareness is enhanced through cultural links with schools in Canada and India. An effective programme of personal, social, health and citizenship education and support for the social and emotional aspects of learning are assisting

pupils' personal development. Links with the local secondary schools and the local school sports partnership enhance opportunities for pupils. Strong connections are exploited with a small rural school, though pupils have limited opportunities to liaise with pupils from different cultural backgrounds. Learning is enriched by a variety of popular extra-curricular activities, visits, visitors, as well as residential visits. Music is a strength of the school. Pupils are encouraged to play a musical instrument. Boys and girls enjoy being in the school choir. It has received local awards in recognition of the high standard of performance and the choir was invited to sing on a national television programme.

Care, guidance and support

Grade: 2

The school takes good care of its pupils and systems in place ensure a safe environment which meets government requirements. The pastoral care of pupils is highly effective and this has a positive impact on pupils' behaviour and attitudes to work. The recent sharper focus on tracking pupils' progress and basic skills is speeding up pupils' progress and this is seen in the improving proportion of pupils reaching the higher levels expected of their age. The identification of pupils with learning difficulties and/or disabilities is thorough and good quality support is provided as necessary. The use of teaching assistants to support those in need is sensitive, unobtrusive and effective. The school prides itself on returning pupils to mainstream classes at the earliest opportunity with continued support and careful checking of their progress. Pupils are aware of what they are expected to learn in lessons. However, specific individual targets for pupils are not fully utilised. These are presently being introduced in English and mathematics with more participation of pupils in assessing their own learning. Parents are kept well informed of their children's learning and progress. They are very complimentary about the level of support and guidance provided for their children.

Leadership and management

Grade: 2

Since the last inspection, management teams have been developed considerably under the direction of the very competent and visionary leadership of the headteacher. The new and effective broader senior management team has a very good knowledge of the school and what needs to be done to improve the school further. They set good role models for other staff in the quality of their teaching and in the management of their areas of responsibilities. The senior management team provide clear direction for the school through robust reviews of current practice which takes into account the views of staff, pupils, parents and governors. Challenging targets are set using the detailed and effective tracking system. This has had a significant positive impact in the past year upon achievement. Lesson observations, mainly by the senior management team and local authority advisers, have raised teachers' performance. Subject coordinators' regular monitoring of planning pupils' work and standards in their areas of responsibilities is variable between subjects. This reduces the school's capacity to enable pupils to make good progress in every subject.

The governing body represents a good cross-section of the community. It is well informed and effective. Governors are deeply committed to the school and use their different expertise for the benefit of pupils. They hold the school successfully to account. They challenge proposals and actions thereby effectively monitoring the school's developments.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Inspection of Scarborough, Northstead Community Primary School, Scarborough, YO12 6LP

Thank you for welcoming the inspection team to your school. We enjoyed the days we spent with you. Your school provides you with a good education because it is led and managed well. The care provided for you by the school and your personal development are also good.

We were impressed by your good behaviour and interest in lessons. At all times you were polite and courteous. We were pleased that you all get on so well together and that your attendance is satisfactory. To improve the school further we have asked the school to make sure that the quality of teaching is consistently good or better in all lessons, and lesson plans identify work for pupils of all ability levels. We also want all of the subject coordinators to check standards in their subject areas so you do well in all subjects.

Your achievement during the time you are at the school is good. The newly formed Early Years Foundation Stage unit is providing the youngest children with a good start to their education in Reception. You progress well in Years 1 to 6. The standard of your work by the end of Year 6 is broadly average and improving.

We appreciated talking to you about your work and watching you learn. We trust that you will keep doing your best and working with the headteacher and other staff to help them to continue to improve the school. We wish you well for the future.