

Oakridge Community Primary School

Inspection report

| | |
|--------------------------------|-----------------------|
| Unique Reference Number | 121300 |
| Local Authority | North Yorkshire |
| Inspection number | 339912 |
| Inspection dates | 20–21 January 2010 |
| Reporting inspector | Christine Inkster HMI |

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 | 40 |
| Appropriate authority | The governing body |
| Chair | Mr John Armsby |
| Headteacher | Mrs Christina Zanelli |
| Date of previous school inspection | 7 November 2007 |
| School address | Coronation Avenue Hinderwell Saltburn-By-the-Sea TS13 5HA |
| Telephone number | 01947 840255 |
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| Email address | headteacher@oakridge.n-yorks.sch.uk |

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors. Approximately 70% of the time was spent looking at learning. The inspector visited 6 lessons, conducted learning walks and additional time was spent in the Early Years Foundation Stage class. All teachers were seen teaching, a scrutiny of pupils' work was carried out and meetings were held with governors, staff and groups of pupils. The inspector observed the school's work and looked at school documents, including policies related to the safeguarding of pupils, the school development plan, self-evaluation records, minutes of governors' meetings and the school's own assessment data. The inspector analysed questionnaires from 18 parents and carers and 7 pupils.

The inspector reviewed many aspects of the school's work and looked in detail at the following:

- pupils' achievement in English, mathematics and science, particularly that of pupils with special educational needs and/or difficulties
- the quality of teaching and assessment to ascertain the impact of these on the outcomes for pupils
- how well the governing body monitors, evaluates and challenges the work of the school
- how well the school promotes community cohesion, equality of opportunity for all pupils and pupils' understanding of life in a multicultural society.

Information about the school

This school is smaller than most primary schools. The proportion of pupils eligible for free school meals is similar to that nationally. The vast majority of pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is lower than that found nationally and very few pupils have a statement of special educational needs. The school provides for pupils in the Early Years Foundation Stage in a mixed Nursery, Reception and Year 1 class. The school has achieved many awards including the Healthy School Award, Activemark, Artsmark and the Basic Skills Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Pupils thrive both academically and personally in the extremely caring and well-organised environment. The leadership of the school is highly committed to ensuring that all pupils do as well as they can. Central to the school's work is the outstanding quality of care, guidance and support provided for all pupils, but particularly for those with special educational needs and/or disabilities. The school is highly regarded in the local community because of the excellent positive contribution made by pupils and the warm welcome they give to everyone who visits the school. Pupils have a strong voice and are fully involved in making decisions to help improve the school.

The learning environment is vibrant and stimulating and pupils participate with enthusiasm in lessons and extra-curricular activities. They particularly enjoy school visits to local places of interest which provide first-hand experience and an initial stimulus for a wide range of topic themes. For example, pupils visited a local museum to experience aspects of life in Victorian times. The quality of teaching is good and as a result, pupils achieve well. They make good progress from their individual starting points which are broadly average overall on entry to Year 1 and by the time they reach the end of Year 6, they attain standards that are above average. However, although the vast majority of teaching is good, on occasions in some lessons, teaching is satisfactory because work is not always matched closely enough to the individual needs of pupils. As a result, these pupils make satisfactory rather than good progress in some lessons. Although marking is consistent across the school and identifies what pupils have done well and what they can do to improve, pupils say there are not always enough opportunities for them to correct their work.

Since the last inspection, standards have risen strongly in all subjects. Attendance has improved and is above average. Leaders are now fully involved in monitoring and evaluating the work of the school in their subjects or areas of responsibility and the impact of their work can be seen in pupils' good achievement and their enjoyment in learning. The leadership of the headteacher is excellent and she has been successful in driving up standards and bringing about improvements in many areas. Self-evaluation procedures are rigorous and leaders use information effectively to identify areas for improvement. Consequently, the school's capacity for sustained improvement is good. The school provides good value for money. Governors are supportive of the work of the school and have a good understanding of its strengths and weaknesses. However, they do not make focused visits to evaluate the quality of provision and the outcomes for pupils for themselves. Community cohesion is good and the school is closely involved in activities within the local community. However, national and global links, although clearly evident, are less well developed.

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What does the school need to do to improve further?

- Improve the quality of teaching to ensure that it is consistently good or better by December 2010 by:
 - ensuring that work closely matches the needs of individual pupils in every lesson
 - ensuring pupils have regular opportunities to respond to marking and improve their work.
- Improve community cohesion by:
 - developing further global awareness within the curriculum
 - extending opportunities for pupils to engage further with the wider community including developing national and global links.
- Develop the role of members of the governing body by September 2010, so that they:
 - have regular, planned opportunities to visit the school and focus on areas for continued improvement
 - become fully involved in evaluating the quality of provision and the impact of this on outcomes for pupils.

Outcomes for individuals and groups of pupils

2

Pupils from all groups achieve well and enjoy their learning. In lessons, pupils are keen to do their best and they thoroughly enjoy participating in a wide range of interesting and stimulating activities. They make good progress in most lessons but work seen in pupils' books indicates that sometimes work is not matched closely enough to pupils' individual needs and on these occasions, they make satisfactory progress. There has been a strong trend of improvement in standards at the end of Key Stage 2 over the last three years and in 2009 a very high proportion of pupils attained the higher Level 5 in all subjects. However, cohorts of pupils are small and as a result, one pupil's attainment can impact significantly on overall cohort results. The school's own tracking system shows that pupils make good progress from their individual starting points which are broadly average overall when they enter Year 1. Pupils with special educational needs and/or disabilities make similar progress to their peers because of the well targeted support they receive from highly committed teaching assistants.

Pupils say they feel safe and that they are confident that should they have any problems, adults will help to resolve them. Behaviour is good and the vast majority of pupils show great care and consideration towards other pupils, particularly those who may be experiencing difficulties in their lives. This is based mainly on the excellent role models provided by the staff. Pupils have a good understanding of how to lead healthy lifestyles and there are high participation rates in extra-curricular sporting activities. Pupils' attendance is above average and they are developing good basic skills that will serve them well in the next stages of their education. By the time they leave Year 6,

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pupils are confident and mature individuals.

Pupils' spiritual, moral and social development is good. They develop good spiritual awareness through assemblies and aspects of the curriculum including religious education and music. Pupils are extending their understanding of those who come from cultures that are different to their own. Pupils make an excellent contribution to the school and wider community. They have a strong voice and have many opportunities to influence the life of the school, for example in organising recycling projects. Older pupils give excellent support to younger pupils and run clubs for them, for example in drama and dance. They have excellent links within the local community as demonstrated in the school's recent birthday celebrations. They have raised money for a large number of charities and were very proactive in suggesting ideas of how they could support the people of Haiti following the recent earthquake.

These are the grades for pupils' outcomes

| | |
|-------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Pupils' attainment ¹ | 2 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 1 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

The school has implemented a structured approach to the way that lessons are taught: for example, teachers share effectively with pupils what they are to learn and what they

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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have to do to achieve well. Teachers, for the most part, set work pitched at the correct level of challenge for different age and ability groups because assessment is used effectively to identify the next steps in learning. However, in a few lessons, work is not closely matched to the abilities of a small number of pupils and as a result they make satisfactory, rather than good progress. Marking is used effectively to guide pupils about how to improve their work, but pupils say they do not always have enough opportunities to correct their work. Teachers successfully promote speaking and listening skills as a foundation to improve pupils' writing skills. This was demonstrated through topic work on 'Pirates and Smugglers' when pupils enjoyed role play in the mixed Year 1 and Early Years Foundation Stage class and then produced maps and instructions on how to find buried treasure. In a mixed Key Stage 1 and 2 class, pupils asked a 'cabin boy' pertinent questions about his life on board a pirate ship during a drama activity. This provided an effective stimulus for a writing activity in the next lesson. Pupils use information and communication technology (ICT) well to support their learning as demonstrated by the high quality 'personification poems' produced by Year 5 and 6 pupils and in their research about other countries.

The development of a creative curriculum has enthused both staff and pupils and is having a positive impact on learning and achievement. Pupils have many opportunities to practise their basic skills in other areas of the curriculum through a range of carefully planned topics. The curriculum is greatly enhanced because of the high quality visits to places of local interest which stimulate pupils' interest and also through a range of visitors into school. Pupils are very keen to participate in the wide range of extra-curricular clubs on offer.

Care, guidance and support are outstanding. The personal and educational needs of each pupil are very well known to all staff. The support for pupils and their families, particularly those who are most vulnerable, is excellent. Staff ensure that all pupils are fully included in the school, particularly those who may be experiencing particular difficulties in their lives. Excellent induction arrangements to Nursery and Reception ensure that children settle quickly. There are very good links with local secondary schools to ensure that transfer arrangements for older pupils are highly effective.

These are the grades for the quality of provision

| | |
|----------------------------------------------------------------------------------------------------------------|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The headteacher plays a pivotal role in inspiring staff, pupils and parents and driving

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ambitious improvements within the school. Leaders and managers ensure that everyone is treated fairly and that any discrimination is effectively challenged, ensuring that there are equal opportunities for all. A significant strength is the way in which the headteacher and leaders analyse assessment information, monitor the quality of teaching and draw on the views of pupils, parents and carers in setting priorities. Challenging targets are set and these are often exceeded. As a result, significant improvements have been made since the last inspection and the school's capacity for sustained improvement is good. The school engages well with parents and carers and also with other agencies to ensure that pupils' individual needs are fully met. Safeguarding arrangements are implemented rigorously and meet current government requirements. The school's work to promote community cohesion is good, particularly in the school and local community. However, national and global links, although clearly evident, are less well developed. Governors are very supportive of the work of the school and bring a wide range of valuable expertise to the governing body. They have a good understanding of the school's strengths and areas for improvement through high quality reports from the headteacher and informal visits to the school. However, they do not make focused visits to see the school in action and gain first hand experience of the quality of provision and the impact of this on the outcomes for pupils.

These are the grades for leadership and management

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children settle quickly into the Early Years Foundation Stage and are happy, well-behaved and caring towards one another. They understand the daily routines and

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are able to work independently. Children currently in the Early Years Foundation Stage entered the Nursery with skills and abilities which are below those typical of children of their age. They are making good progress because the quality of teaching is good. Most children enter Year 1 reaching the standards expected of children of their age. There are particular strengths in mathematical development and speaking and listening, but skills in creative development, writing and emotional development are slightly weaker. Children with special educational needs and/or disabilities are identified early and targeted support is provided for them to enable them to be fully included in all activities. Children respond well to the wide variety of stimulating and interesting activities on offer. They thoroughly enjoy dressing up and being involved in role play, including opportunities to become 'pirates'. They enjoyed learning about Jamaica and producing maps identifying where treasure is hidden. Speaking and listening skills are promoted well. There is a good balance of adult-led activities and those that children choose for themselves. Outdoor learning is promoted effectively, although during the inspection, some of the equipment could not be used as it had been damaged by the snow. All staff, including support staff, are closely involved in assessing children's achievements and identifying the next steps in learning. Good attention is paid to addressing the individual needs and interests of children. Good quality 'learning journey' booklets are shared with parents and carers. All welfare requirements are met to a high degree ensuring that children's personal needs are well catered for. The leadership and management of the Early Years Foundation Stage are good. Staff work effectively as a team and the leader is not complacent but keen to continue to make improvements.

These are the grades for the Early Years Foundation Stage

| | |
|------------------------------------------------------------------------------------|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

The majority of parents and carers have positive views of the school. A small minority of parents raised concerns about the behaviour of a very small minority of pupils; they should be reassured that the inspector looked into this issue in detail. The inspector found that all pupils behaved very well during the inspection and that staff take exceptional care to ensure that any pupils who may have particular emotional needs are managed very well to ensure that the education of others is not disrupted. Pupils show great care and consideration towards one another. Parents and carers are kept very well informed of the work of the school and the progress made by pupils through regular newsletters, parents' evenings, annual written reports and the highly informative school

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website.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oakridge Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 18 completed questionnaires by the end of the on-site inspection. In total, there are 40 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 9 | 50 | 8 | 44 | 1 | 6 | 0 | 0 |
| The school keeps my child safe | 9 | 50 | 8 | 44 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 6 | 33 | 12 | 67 | 0 | 0 | 0 | 0 |
| My child is making enough progress at this school | 5 | 28 | 11 | 61 | 1 | 6 | 0 | 0 |
| The teaching is good at this school | 7 | 39 | 10 | 56 | 1 | 6 | 0 | 0 |
| The school helps me to support my child's learning | 6 | 33 | 9 | 50 | 3 | 17 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 7 | 39 | 8 | 44 | 0 | 0 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 4 | 22 | 11 | 61 | 1 | 6 | 0 | 0 |
| The school meets my child's particular needs | 8 | 44 | 9 | 50 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 3 | 17 | 8 | 44 | 4 | 22 | 0 | 0 |
| The school takes account of my suggestions and concerns | 5 | 28 | 10 | 56 | 0 | 0 | 0 | 0 |
| The school is led and managed effectively | 9 | 50 | 6 | 33 | 2 | 11 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 8 | 44 | 8 | 44 | 1 | 6 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---------------------------------------------------------|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



22 January 2010

Dear Pupils

Inspection of Oakridge Community Primary School, Saltburn-By-the-Sea, TS13 5HA

Thank you for the warm welcome you gave me when I visited your school. I enjoyed coming into your lessons and talking to you around the school.

You go to a good school where each one of you is cared for extremely well. You make good progress in your learning because the quality of teaching is good. As a result, the standards you reach by the time you leave Year 6 are above average. Those of you who find learning more challenging also make good progress. However, I have asked your teachers to make sure that the work is right for all of you and to give you more opportunities to correct your work. Your headteacher provides excellent leadership and has worked extremely hard to ensure that the school goes from strength to strength. The other school leaders have also worked very hard and they are committed to ensuring that the school continues to improve. I have asked the governors to check a little more closely that you all continue to make good and even better progress in the future.

I was impressed with your good behaviour and the care and consideration you show towards one another. I think your contribution to the school, the local and wider community is excellent. You take your responsibilities very seriously, share your talents and skills with the local community and make enormous efforts to raise funds for those in other countries who may be experiencing difficulties. However, I have asked your teachers to try to make more links with people in this country and other countries to help to improve your understanding of how other people live. Thank you so much for singing my favourite song in assembly. It brought tears to my eyes!

You can help your school by continuing to work hard. You should be very proud of yourselves and your school. Good luck in the future!

Yours sincerely

Christine Inkster

Her Majesty's Inspector

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