

Overfields Primary School

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

Inspection dates 8–9 May 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Standards in English are not high enough because pupils' progress is uneven. Reading and writing are not always used well together in order to develop pupils' spelling, grammar and punctuation skills.
- Pupils are sometimes not given wide enough opportunities to write in a range of subjects. In some lessons, teachers do not give enough emphasis to the specific features of writing for pupils to develop the skills to write in a variety of styles.
- Teaching is not consistently good in all year groups over time. Sometimes the pace of learning slows as teachers do not always use time well enough in lessons.
- Pupils are not always challenged to reach higher standards in their work or told how to be successful in lessons so that they can make better progress.
- Marking is inconsistent and does not always give pupils sufficient guidance or time to act upon the improvements to be made.
- Leaders at all levels do not sufficiently focus on checking pupils' progress when assessing the quality of teaching in lessons or when looking at pupils' work in books. Good practice is not shared widely enough to improve the quality of teaching across the school.

The school has the following strengths

- Children get a good start to their time in school in the Early Years Foundation Stage. They settle in quickly and make outstanding progress in their personal development.
- Disabled pupils, those with special educational needs and those who attend the unit generally make good progress from their starting points because of the specialist support that they receive.
- Pupils behave well in this calm, purposeful and caring school community. They are knowledgeable about keeping safe and about different forms of bullying.
- Pupils' spiritual, moral, social and cultural development is very strong. Pupils respect one another. They work and play well together and have a good understanding of other cultures.
- The headteacher provides determined leadership and has successfully steered the school through changes in staffing. She has ensured that standards in mathematics have been maintained and that pupils' reading skills are improving.
- The governing body knows the school well. It understands that the school needs to improve the quality of teaching more rapidly.

Information about this inspection

- Inspectors observed 22 lessons or parts of lessons. Two lessons were observed jointly with the headteacher.
- Inspectors observed groups of pupils working with teaching assistants. They specifically listened to a group of pupils from Year 2 read, and listened to pupils from other year groups read in lessons.
- Inspectors talked to a range of pupils, including members of the school council, about their work and play in school.
- Meetings were held with three governors as well as teaching staff, including senior and subject leaders. Discussions were held with a representative from the local authority.
- Inspectors were unable to use the responses to the on-line questionnaire (Parent View) when planning and carrying out the inspection as there were insufficient responses. They did consider staff questionnaires and parental and pupil surveys completed by the school.
- Inspectors observed the overall work of the school and looked at a number of documents including the school's data about pupils' current progress. They also looked at documents relating to safeguarding, governance, behaviour and attendance.
- Inspectors looked at a range of other evidence including school displays, its website, and work representing the school's wider achievements beyond the classroom.

Inspection team

David Shearsmith, Lead inspector

Additional Inspector

Zoe Westley

Additional Inspector

Full report

Information about this school

- The school is smaller in size than the average sized primary school.
- A well above average proportion of pupils are known to be eligible for the pupil premium which is additional funding for those pupils eligible for free school meals, children of service families and children who are looked after.
- A well above average proportion of pupils are supported through school action. An above average proportion of pupils are supported at school action plus or with a statement of special educational needs.
- The majority of pupils are of White British heritage.
- The school has achieved the Achievement for all Quality Mark, National Healthy School and the Speakers School Council awards.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has experienced a number of staffing changes over the last two years.
- The Early Years Foundation Stage is taught as a unit including Nursery and Reception children.
- 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 school currently provides before and after-school care for its pupils and two neighbouring primary schools. It is managed by the governing body.
- There is a children's centre and private nursery on site, which are not managed by the governing body. They are subject to a separate inspection by Ofsted. These reports can be found on the Ofsted website.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by:
 - using existing good practice in the school to coach other teachers so that they reach the same standard in their teaching
 - ensuring that time is used well in all lessons, so that there is sufficient pace and enough time for pupils to consolidate their earlier learning
 - ensuring that all pupils have tasks that challenge them so they make better progress to enable them to reach higher standards in their work
 - ensuring that pupils know how to be successful in all their lessons so they can check on their own learning and progress to help them reach the next level in their work.
- Improve standards in English by:
 - improving the marking of pupils' work, especially in writing, in order that pupils have clear points for improvement and are provided with sufficient time to respond to the advice given
 - providing wider opportunities for pupils to write in other subjects
 - ensuring that there is a stronger focus on the particular type of writing that pupils are working on so they can check they have used these features effectively in their writing
 - making sure there is a more consistent approach to using pupils' reading and writing skills together, so that they improve their skills in punctuation, spelling, and grammar.

- Improve the skills of leaders and managers at all levels by:
 - ensuring that, when they assess the quality of teaching, they check on the rate of progress of all pupils, and feed this back, so that teachers are clear about how to help pupils learn more rapidly
 - making sure, when monitoring pupils' work in books, that there is a stronger focus on checking how well all pupils learn and whether marking is improving pupils' progress.

Inspection judgements

The achievement of pupils

requires improvement

- Standards in English are not high enough. They are not as good as in mathematics. Although improving, particularly in reading, pupils do not make as much progress as they should in English; consequently achievement requires improvement. Pupils do not have wide enough opportunities to practise their writing skills in a range of subjects. They do not have enough opportunities to use their reading and writing skills together to improve their punctuation, spelling and grammar.
- Pupils are not always given sufficient guidance on how to improve their writing, nor time to improve, so they can reach higher standards. They are not always given the key features of particular types of writing so they can check how well they have used these in their own work.
- Children get a good start to their time in school in the Early Years Foundation Stage. Children enter with skills that are below and sometimes well below what is typical for their age. They have particular weaknesses in their literacy and mathematical skills. They make good and sometimes outstanding progress due to well structured activities, good teaching and close attention to children's personal development.
- From their starting points most pupils make the progress expected of them but not enough make consistently good progress, especially in English. Inspection evidence shows that good and sometimes outstanding teaching in years 5 and 6 is helping pupils to learn more quickly. By the time pupils leave in Year 6, they reach standards in mathematics that are close to the national average and below average in English.
- The school has developed a more effective approach to teaching reading. This is showing clear signs of improving pupils' reading skills throughout the school, although it has not yet had sufficient time to impact on standards overall. The teaching of the sounds that letters make (phonics) has had a positive impact on pupils' progress and pupils performed well in the national Year 1 phonics test.
- Those pupils entitled to the pupil premium, including pupils who are entitled to free school meals, make expected progress overall. By the time they leave in Year 6, they reach standards that are above average, compared with similar pupils nationally, which is due to stronger teaching in Years 5 and 6.
- Disabled pupils and those with special educational needs make good progress overall from their starting points to generally reach standards above similar pupils nationally. Pupils in the unit also generally make good progress from the moment they enter the unit until they return to their home school because of the specialist support that they receive.

The quality of teaching

requires improvement

- Teaching is not consistently good over time in its impact on pupils' achievement, especially in English and this requires improvement. Teachers do not always use time sufficiently well to ensure that all pupils learn quickly enough. Work set does not always challenge pupils to make faster progress and reach higher standards in their work.
- Not all teachers make pupils sufficiently aware of how to be successful in all lessons and so reach higher standards, by checking on their own learning and progress.
- In a Year 5 mathematics lesson, pupils were extremely successful in their learning. There was excellent pace and real challenge in the planned activities so that pupils made outstanding progress. This is not consistent practice in all lessons and sometimes planned activities do not challenge pupils to make the best possible progress.
- Where pupils do not know how to be successful in lessons, they cannot check on their own learning and progress. In a writing lesson in Year 3, for example, pupils were not sufficiently aware of how to be successful in their writing. They were too reliant on help from adults and so

were not able to check on their own learning and work more independently. This slowed their progress and they were unable to work at a higher level.

- In a Year 2 writing lesson, time was used effectively and pupils made good progress in their writing as the pace of learning was good. The teacher had a good balance of direct teaching and independent learning and pupils made good progress. This is not always the case. In lessons where there is too much direct teaching, pupils do not have enough time to complete tasks to a good enough standard and so consolidate their earlier learning.
- Teachers usually mark pupils' work regularly. In upper Key Stage 2 marking is particularly effective. Clear points for improvement are given and pupils are given time to respond to the guidance offered. This is not the case in all marking, particularly in writing. Consequently pupils are not given sufficient guidance to help them reach the next level in their work.
- Teaching assistants are used well in most classes. Where they are used effectively, they engage with pupils throughout the lesson. They also provide effective on-going support during pupils' independent learning and ensure that pupils with specific needs make good progress.
- Teaching in the unit meets pupils' needs and ensures that they learn well. During a lesson on symmetry and shape in the Key Stage 1 class, pupils made good progress in their mathematics as the work was well tailored to their needs.

The behaviour and safety of pupils are good

- The school provides a calm and caring environment in which to learn and play. Pupils relate well to each other and relationships are good across the school. Children get a good start to their time in school. They settle in quickly as they are exceptionally well supported in their personal development in the Early Years Foundation Stage.
- Pupils enjoy coming to school and experience a wide range of activities through the school's curriculum that supports their personal development well. Spiritual, moral, social and cultural development is a strength of the school and it provides a wide range of cultural experiences and activities that promotes pupils' love of learning.
- Pupils engage well in lessons. They cooperate well with partners, particularly in good lessons. They are very keen to work in all lessons, even when the pace of teaching slows.
- The curriculum, visits and visitors helps to develop pupils' good understanding of how to keep themselves safe. Pupils know about fire and water safety as well as how to keep safe on the Internet.
- Bullying is infrequent in the school and pupils confirmed this. They have a good understanding of what constitutes different forms of bullying. If bullying did occur they are confident it would be dealt with by all staff effectively.
- The school has a wide range of robust strategies to improve attendance. These are having a positive impact and attendance levels are rising.
- Pupils who attend the unit are well behaved both in the unit and around school. In the afternoon, some are included in lessons across the school. They enjoy these opportunities and are fully accepted by their classmates.
- Pupils willingly take responsibility for activities at playtimes. As 'Sports Leaders', they organise games for the younger pupils. Through the school council pupils make recommendations to improve the school. A well organised before and after-school club also supports pupils' personal development effectively.

The leadership and management requires improvement

- The school's leadership regularly checks on the quality of teaching in lessons and the work in pupils' books. Although these procedures are detailed, leaders do not sufficiently focus on how

well teaching helps pupils to learn. Although it is improving, teaching has not improved fast enough. Consequently, leadership and management require improvement. The school realises it needs to ensure that the quality of teaching is consistently good or better, and has already shared some existing good practice, but recognises that there is further work to do.

- The headteacher provides determined leadership. She has successfully managed and continues to manage changes in staffing. She has ensured that standards in mathematics have been sustained and has improved the teaching of phonics (the sounds that letters make), and so pupils' reading skills are improving. The deputy headteacher and staff provide effective support for the changes being made. They share the headteacher's ambition for the school to improve further.
- The school's overall view of its performance gave a thorough account of itself and has identified the correct key areas for improvement. The school rewards teachers appropriately for their performance in the classroom as well as their wider leadership roles.
- The school is committed to ensuring that all pupils have equality of opportunity. Leaders have developed a good system to check the progress pupils make. Consequently, they are able to quickly identify any pupil in danger of falling behind and take suitable steps to help them catch up.
- The unit is well led and managed. The adults in the unit know the pupils well and provide good support for their very specific needs; this enables pupils' to achieve well.
- The school has received good support from the local authority since the last inspection. Some improvements have not yet gone on for long enough to fully impact on improving standards, especially in English.
- The school's procedures meet the requirements for safeguarding pupils.
- The school engages well with parents. Regular drop-in sessions in the Early Years Foundation Stage are very well attended. There are also regular individual meetings with parents beyond the usual parents' meetings. These are successful in ensuring that parents support their children's learning.
- A good range of partnerships supports pupils' learning and experiences. Links with the Children's University enable pupils to access a wide range of activities and raises pupils' aspirations.
- The curriculum provides a wide range of interesting experiences that successfully engage pupils in learning. The school has been successful in engaging boys more in writing, although pupils do not have enough chances to write more frequently in a range of subjects.
- **The governance of the school:**
 - Governors know their school well and provide support and challenge to the school's leadership. They are well trained and have a good range of expertise and meet their statutory requirements. Governors check on how well the school is doing, including the use of the pupil premium. They know it has had a positive effect on the progress made by this group of pupils. The school's finances are managed well by the governors. They have a good understanding of the school's data and know that standards in English still need to improve further. They visit the school regularly and know about the quality of teaching, including the fact that it has not improved quickly enough.

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	405346

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	150
Appropriate authority	The governing body
Chair	Angela McBride
Headteacher	Tracy Watson
Date of previous school inspection	28 June 2011
Telephone number	01642 314548
Fax number	01642 327024
Email address	overfields_primary_school@redcar-cleveland.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

