

# Scarborough, Northstead Community Primary School

Maple Drive, Scarborough, North Yorkshire YO12 6LP

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| <b>Inspection dates</b>                      | 13–14 April 2016     |
| <b>Overall effectiveness</b>                 | <b>Good</b>          |
| Effectiveness of leadership and management   | Good                 |
| Quality of teaching, learning and assessment | Good                 |
| Personal development, behaviour and welfare  | Good                 |
| Outcomes for pupils                          | Good                 |
| Early years provision                        | Good                 |
| Overall effectiveness at previous inspection | Requires improvement |

## Summary of key findings for parents and pupils

### This is a good school

- Actions taken by leaders and managers have strengthened the quality of teaching. They have made sure that all groups of pupils are currently making good progress, especially disadvantaged pupils.
- From their starting points, pupils are making good progress in a range of subjects including English and mathematics. As a result, standards are rising across the school.
- Teachers set work that matches the needs and abilities of all groups of pupils. Work set interests pupils and motivates them well. As a result, pupils make good progress.
- Pupils' conduct in class and around the school is good. They treat each other with dignity and respect. Pupils say they enjoy school and are safe in school. Parents and staff agree.
- The provision in the early years is good. Children make good progress as a result of good teaching and good leadership.
- Leaders and governors have an accurate view of the school's performance. They have provided appropriate training and support for teachers to ensure that pupils' outcomes are good.

### It is not yet an outstanding school because

- Occasionally, pupils' learning is not checked sufficiently well to ensure good progress.
- Teachers do not manage the work of skilled teaching assistants well enough on occasions.
- Targets set for teachers to improve are not sufficiently clear and measurable to hold them to account for the work they do.

## Full report

### What does the school need to do to improve further?

- Further improve the quality of teaching to strengthen pupils' outcomes by:
  - managing the work of teaching assistants more effectively to make sure that pupils are making good progress
  - swiftly checking learning in lessons to provide additional support to overcome misconceptions
  - skilfully questioning pupils consistently well to deepen their knowledge and understanding
  - developing pupils' independence in learning so that they contribute strongly to their learning at all times
  - increasing the opportunities for pupils to apply their mathematical skills in a wide range of subjects.
- Increase the impact of leaders and managers by ensuring that targets set for teachers to improve are precise enough to hold teachers to account for their work.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher, other leaders and governors have developed a strong sense of purpose among all staff and are ambitious for the pupils. As a result, the actions taken by leadership and management have resulted in improving the overall effectiveness of the school so that it is now good.
- Since the previous inspection, new leaders have strengthened the school's leadership. There is a strong commitment to addressing any issues that are identified and significant improvement has occurred.
- Senior leaders have put in place appropriate structures and implemented strategies to promote improvement, with subject leaders and middle leaders now playing a full part.
- Checking of the school's work is thorough and based on a wide range of information. Leaders regularly check the quality of teaching and learning and good practice is shared to strengthen work across the school. Where weaknesses are identified, leaders take appropriate action to strengthen pupils' progress and the quality of teaching. The work of leaders in improving outcomes for pupils and improving the quality of teaching is clearly evident.
- Leaders are clear about the school's priorities for improvement and all staff know these. Leaders have an accurate view of the quality of teaching and the progress pupils are making. Improvement plans identify actions and have clear targets that can be checked easily to determine how well the school is doing. Leaders have been astute in seeking the support of an outstanding school, from another local authority, and a good local school. These partnerships have assisted in improving the school's work with disadvantaged pupils.
- Teachers' performance is checked regularly and strategies such as coaching and training are used to improve teaching. For example, teachers and middle leaders appreciate visiting the two partner schools to observe teaching and taking part in focused events with the two partners. Targets set for teachers to improve are in place but are often too broad and not refined enough to be measurable in terms of professional improvement and pupils' outcomes. Newly qualified teachers have good support to ensure that their work is serving pupils well.
- There is a performance review for teaching assistants and the school provides appropriate training. This is a good example of the school's commitment to equality of opportunity for all.
- The curriculum provides a wide range of subjects to be studied and a good range of additional activities. It makes a good contribution to pupils' progress and their personal development and welfare. There is an appropriate focus on the development of good literacy and mathematical skills. Residential activities and visits to museums and the theatre contribute well to pupils' enjoyment of school. Pupils develop a clear understanding of democracy and the law. The school has set up annual visits to the multi-faith centre in Bradford and a partnership with a school in Zambia strengthens pupils' understanding of different cultures. The school has two successful choirs which perform at musical festivals. The school is contributing well to pupils' spiritual, moral, social and cultural understanding.
- There is a wide range of after-school activities, which are attended by a large number of pupils. Pupils enthuse about their sporting opportunities. The primary school physical education and sport funding is used well to provide professional sports coaching, dance and Zumba sessions. The school is successful in sport and particularly in gymnastics.
- The impact of the school's use of government funding for disadvantaged pupils is very effective. Pupils' needs are very well met, having small-group teaching in literacy and numeracy when necessary. The new leader for pupil premium has strengthened the provision for these pupils and has ensured that teachers have a range of effective strategies to help disadvantaged pupils make good progress.
- Since the previous inspection, the local authority has provided good support to ensure that leaders use a wide range of information and strategies to determine accurately the quality of teaching across the school. The local authority knows the school well and is using the skills of leaders and teachers to share their good practice with other schools in the locality.
- **The governance of the school**
  - The governing body has a good understanding of how well the school is doing. They regularly visit the school to discuss achievement and teaching with leaders. Governors are involved in setting the school's priorities and checking on the school's progress. They check the progress of the school through regular headteacher reports and through external professionals. Governors have a good understanding of strengths and areas for improvement in teaching and other aspects of the school.

- Governors link teachers’ performance to pay and hold leaders and teachers to account for the progress pupils are making. They have a good understanding of how groups of pupils are progressing in comparison to other schools nationally. Various committees meet to discuss progress and to check on the impact of the pupil premium spending and other financial matters. Governors provide strong challenge and support to leaders in the school. In doing so, they make a strong contribution to the development and improvement of the school.
- The arrangements for safeguarding are effective. Staff are appropriately trained and vigilant. Leaders maintain thorough records to make sure that the needs of the most vulnerable pupils are being met. Leaders work closely with external agencies and parents to ensure that pupils are safe. The safety and safeguarding of pupils attending the school’s breakfast club and after-school clubs is secure. Governors are kept informed of the quality of the school’s work in safeguarding and know it is secure.

## **Quality of teaching, learning and assessment is good**

- Leaders have focused strongly on strengthening the quality of teaching through working with an outstanding school and providing good training for teachers and teaching assistants. As a result, teaching has improved since the previous inspection and is now good.
- Expectations are high. As a result, good handwriting and good presentation of work are key features across the school. Good relationships between adults and pupils feature strongly across the school.
- Work set is well planned, with a range of resources to support pupils’ good progress. Interesting tasks are set and the existing knowledge of pupils is used to match the work to pupils’ needs and abilities. Pupils are given opportunities to share their learning and to explore what is being learned in detail through research and mathematical investigations. Consequently, pupils are keen to learn.
- Questioning is used well to involve pupils and assess what they understand. Pupils are keen to answer and are given time to explain fully what they have learned. Teachers use pupils’ answers to challenge and deepen the learning of all pupils in the class, including the most able. Occasionally, progress slows as the knowledge and understanding of pupils is not assessed fully and some pupils are not deepening their learning.
- Pupils’ work in class is usually checked well by teachers and teaching assistants to address any misconceptions or errors in work. However, sometimes, pupils’ work is not checked swiftly enough and their learning slows as errors are repeated or misconceptions are not cleared up.
- Literacy is supported well across the curriculum with good opportunities for pupils to read and to write extensively. This has supported clear improvements in the quality of English grammar, punctuation and spelling. However, the use of mathematical skills in a wide range of subjects is less well developed, although effective use of graphical work was seen in science work.
- An analysis of pupils’ work showed that the school’s policy for marking and feedback is adhered to and is supporting good learning. Pupils respond appropriately to the advice given to them and have sufficient time to learn from their mistakes and to strengthen their work.
- Teaching assistants are briefed appropriately by teachers about their role in the classroom. There are highly skilled teaching assistants who have benefited from good training. They give good support to pupils, particularly disadvantaged pupils and those who have special educational needs, to make sure they make good progress. Now and again, in class, teachers do not manage the work of teaching assistants effectively to ensure that they are making a strong contribution to learning.

## **Personal development, behaviour and welfare is good**

### **Personal development and welfare**

- The school’s work to promote pupils’ personal development and welfare is good.
- Pupils take pride in their work and are proud of their school. They are smart in their uniform.
- Pupils have good opportunities to keep themselves fit and healthy with regular physical education lessons and a good range of sporting activities after school. Pupils play well together at breaktime and lunchtime; key stage 2 play leaders are available to play with any pupil who might not have someone to play with.
- Pupils say they are safe in school and they enjoy school. Through the school’s programme of personal, social, health and economic education, pupils learn well about safety, including internet safety. Parents have had opportunities to attend internet safety training to enable them to support their children at

home. The police, fire brigade and members of the Royal National Lifeboat Institution speak to pupils about safety.

- Pupils vote for the school council and those wishing to be councillors have to present their reasons to their peers. Pupils are clear their views are listened to. They have organised a party for the Queen's birthday celebrations and have helped to redesign the school's food menu. Visits to Parliament and Whitehall strengthen pupils' understanding of democracy.
- Pupils are clear about what constitutes bullying and are confident that the school does not tolerate it and takes effective action should it occur. Pupils said that bullying is rare and when it occurs the school takes it seriously and involves their parents.
- School leaders have highly effective systems in place to support pupils' welfare and safety, particularly the safety of the most vulnerable.
- Pupils treat each other and adults with respect and courtesy. Inspectors found that occasionally a small number of pupils do not focus well when asked to work independently.
- Parents and staff are very confident that their children are safe and well cared for in school.

### Behaviour

- The behaviour of pupils is good.
- The school is a calm, welcoming place in which pupils manage their conduct well inside and outside the classroom. Pupils know what is expected of them and make their way quietly through the school in good order when moving from class to assembly or the playground.
- Most pupils and parents say that behaviour is good in school. Inspectors confirm this view.
- Behaviour in most lessons is good as pupils are interested in the work they are doing. Very occasionally, a small number of pupils do not concentrate on their work as well as they should.
- Parents are supportive in ensuring that their children attend well and are punctual to school. Attendance is average, with the proportion of pupils regularly absent being below average. Exclusions from school are below average. Very occasionally, the school rightly excludes pupils for unacceptable behaviour.
- Pupils work well together and enjoy the rewards they receive for good work and behaviour. They are keen to earn rewards to contribute to 'house points' resulting in prizes and visits for the most successful.
- The school is well cared for and is litter-free. Displays of pupils' work and other educational displays interest pupils and promote good learning.
- Staff are clear that they believe that behaviour is good.

### Outcomes for pupils

### are good

- Since the previous inspection, inconsistencies in the quality of teaching across the school have been tackled successfully. Pupils are making the progress expected of them with a good number making even better progress.
- For the past two years, all groups of pupils leaving school at the end of Year 6 made consistently good progress in writing. The overall progress made by these pupils was good in reading and mathematics although disadvantaged pupils did not do as well as other pupils in school in 2015. Leaders have acted quickly to ensure that disadvantaged pupils are now doing as well as others across the school.
- In 2015, standards improved at the end of Year 6 and were above average in reading, writing and mathematics. In English grammar, punctuation and spelling, standards were above average as the school focused well on improving pupils' spelling, not just in English, but also in a wide range of subjects.
- Inspectors found that across the school, current pupils are making good progress in reading, writing and mathematics. An analysis of pupils' work showed good progress in English and mathematics and in a range of other subjects, especially geography and history.
- Since the previous inspection, attainment at the end of key stage 1 has improved strongly. For the past two years, pupils have made good progress and attainment has been well above average because of improved teaching. Pupils are still making good progress in key stage 1. The attainment of disadvantaged pupils is above average in reading, writing and mathematics.
- The most-able pupils make good progress and attain standards that are broadly in line with similar pupils nationally. Challenging work is set for these pupils. Also, they have received teaching from staff at a local secondary school to challenge them further.

- At the end of key stage 2, the progress made by disadvantaged pupils has varied over time. Attainment gaps between these pupils and others in school and nationally widened in 2015, particularly in mathematics. However, new leadership has had a strong impact on improving current attainment and progress for disadvantaged pupils across the school. There is swift identification of disadvantaged pupils who might not be making strong progress and good support is put in place quickly to strengthen progress. Inspectors found that currently, disadvantaged pupils are making good progress and gaps in attainment in English and mathematics have closed or are closing quickly.
- Pupils who have special educational needs or disability make good progress, which is similar to other pupils in school. Leaders and teachers clearly identify the needs of these pupils and ensure that high-quality teaching support is given to them, both inside and outside the classroom.
- Pupils enjoy reading and have regular reading sessions throughout the week when their reading is assessed. However, leaders are aware that the quality of teacher questioning is not sufficiently strong to develop high-level reading skills consistently and have plans to address this matter. Pupils have good opportunities to read out loud in a number of subjects such as history, geography and French. Also, older pupils read stories to younger pupils at lunchtime in the library.
- In the most recent screening check for reading at the end of Year 1, the proportion of pupils attaining the expected standard was average. The school has successfully introduced a new reading scheme for these young pupils and has provided additional training for staff to strengthen pupils' reading. Inspectors found that pupils were making good progress in reading.

## Early years provision

is good

- Children are safe and happy because of the secure procedures that exist in the early years provision.
- Children make good progress from their varying starting points. When joining Reception, children have skills that are below those typical for their age. Over time, the proportion of children attaining a good level of development by the end of Reception has been improving and in 2015 it was average. School information indicates that the proportion of current children set to attain a good level of development is above average.
- Teaching is good and has a positive impact on the progress that children are making. In particular, the progress children are making in linking sounds and letters together to be able to read and write has strengthened because of improvements to teaching.
- The curriculum is planned around children's interests. The good knowledge teachers have about individual children's skills helps them develop interesting activities to meet the needs of children. As provision is based on children's own interests, they are excited by the activities and are keen to explore further. For example, children are excited about finding out how the tadpoles will turn into frogs. A wide range of activities make a good contribution to children's spiritual, moral, social and cultural awareness.
- Good leadership is ensuring that progress across all areas of learning is good. Leaders demonstrate a clear understanding of the actions that need to be taken to improve children's outcomes further. Accurate assessment information records the progress made by all children and enables adults to intervene when necessary should good progress not be made.
- The way in which adults observe children and record their achievements is impressive and this informs the next steps children need to make in their learning. As a result, good progress is made by all groups of children, including disadvantaged children and those who have special educational needs or disability.
- Children's behaviour is good as they enjoy working together and focus well on their learning. For example, children worked together to build a high tower and cooperated well together. They enjoy working in pairs and are developing good personal and social skills. All the appropriate welfare and safeguarding requirements are met in the provision.
- Parents are increasingly engaged in children's learning. They contribute to their child's learning profile, which helps teachers to understand what children are learning at home. Parents have opportunities to 'stay and play' and to learn about how the school teaches reading, writing and numeracy so they can help their children at home. Parents have positive views about the experiences offered in the provision and the progress their children are making.
- Children are being well prepared to begin their work in key stage 1.

## School details

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|--------------------------------|-----------------|
| <b>Unique reference number</b> | 121321          |
| <b>Local authority</b>         | North Yorkshire |
| <b>Inspection number</b>       | 10011966        |

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 category</b>                     | Community  |
| <b>Age range of pupils</b>                 | 4–11   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 626  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair</b>                               | David Coates   |
| <b>Headteacher</b>                         | Stan Jackson   |
| <b>Telephone number</b>                    | 01723 362249   |
| <b>Website</b>                             | <a href="http://www.northsteadschool.co.uk">www.northsteadschool.co.uk</a>           |
| <b>Email address</b>                       | <a href="mailto:admin@northstead.n-yorks.sch.uk">admin@northstead.n-yorks.sch.uk</a> |
| <b>Date of previous inspection</b>         | 22 January 2014  |

## Information about this school

- The school is much larger than the average-sized primary school.
- The proportion of disadvantaged pupils supported through the pupil premium is average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- Almost all pupils are White British. All pupils speak English as their first language.
- The proportion of pupils who have support for special educational needs or disability is below average.
- The proportion of pupils with a special educational needs statement or an education, health and care plan is below average.
- The school has received support from a national leader of education from New York Primary School, North Tyneside. The work was to support improvements to the quality of teaching and particularly the progress of disadvantaged pupils.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in English and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.
- Children start early years in Reception and receive full-time education.
- The school jointly runs a breakfast club and an after-school club.
- The school holds a Sing Up Award.
- There have been significant changes to staffing and leadership since the previous inspection. A new deputy headteacher and a senior leader for pupil premium and inclusion were appointed soon after the previous inspection.

## Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons. Four observations were undertaken jointly with senior leaders.
- Inspectors spoke with a group of pupils about their learning in lessons and their safety in the school. Also, throughout the two days of the inspection, inspectors spoke with pupils about learning and safety.
- During the two days of inspection most pupils in Year 4 pupils were attending a local authority residential activity centre.
- Inspectors listened to pupils reading throughout the inspection. They reviewed pupils' work in lessons and analysed samples of work in pupils' books, including books of Year 4 pupils, with a deputy headteacher.
- An inspector held meetings with three governors. Inspectors also held meetings with senior leaders and other staff. The lead inspector held a meeting with two representatives of the local authority.
- Inspectors looked at the school's review of its own performance, its development and improvement plan, school policies and the minutes of the governing body meetings. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors spoke with parents during the inspection and analysed 50 responses to the online questionnaire for parents (Parent View).
- There were no responses to the online questionnaire for pupils.
- Inspectors analysed 37 questionnaires completed by staff.

## Inspection team

|                               |                  |
|-------------------------------|------------------|
| James McGrath, Lead inspector | Ofsted Inspector |
| Susan Twaits                  | Ofsted Inspector |
| Christine Turner              | Ofsted Inspector |
| John Paddick                  | Ofsted Inspector |

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