

Inspection of Overfields Primary School

Daisy Lane, Ormesby, Middlesbrough TS7 9JF

Inspection dates: 7 and 8 February 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Overfields Primary School is a happy, friendly and welcoming school. Pupils are delightful. Many pupils say that school is their favourite place. Warm and friendly relationships underpin this caring learning community. Parents appreciate this. The following comment typifies the sentiment of parents who provided feedback to the inspectors: 'Teachers genuinely care about their pupils.'

Leaders and staff are ambitious for every pupil, including those with special educational needs and/or disabilities (SEND). All pupils, including those in the school's speech and language unit, are expected to achieve highly. Staff are successful in making this happen. Pupils are keen to talk about their learning.

Pupils feel safe. They know there is always an adult to talk to if they have a worry. Pupils understand the different types of bullying. They say it rarely happens in school but that it would be addressed quickly if it does. Pupils behave well in lessons and around school. Classrooms are calm and settled places.

Pupils receive excellent opportunities for wider personal development. Leaders are highly committed to offering many varied and rich experiences to pupils. A key part of this is developing pupils' character. By the time pupils leave the school in Year 6, they are responsible, caring and respectful citizens.

What does the school do well and what does it need to do better?

Leaders have established a well-ordered and well-designed curriculum. From the early years, leaders have defined the important knowledge that they wish pupils to learn. It is ambitious for all pupils, including pupils with SEND and those attending the speech and language unit. Teachers choose appropriate learning activities which support the teaching of the curriculum. As a result, pupils across the school achieve well.

Leaders identify pupils with SEND early and accurately. They ensure that swift guidance helps pupils to learn well. Leaders work with numerous outside agencies to make sure that pupils receive the timely extra support that they need.

In most subjects, teachers regularly check how well pupils remember essential knowledge before going on to their new learning. For example, in Year 1 English, the teacher corrects misunderstandings about the use of conjunctions. However, in a few subjects, teachers do not always consistently check how well pupils have remembered and learned important knowledge. Consequently, a number of pupils develop occasional misunderstandings and misconceptions.

A love of books and reading is an important part of school life and the curriculum. Beautiful and inviting book displays are a prominent feature throughout the school. Leaders make sure that books are key components in the way that pupils study. For

example, Year 4 pupils read 'The Great Kapok Tree' when studying rainforests and deforestation.

Children begin to learn to read as soon as they come to school. The newly introduced phonics programme is already very well established. Staff teach phonics with confidence. Reception-age children quickly learn letters and sounds and how to blend them together to make words. Teachers are ambitious for children. They encourage children to talk about what they are reading. Reception-age children talk confidently about compound words and share examples. Pupils who struggle to read benefit from additional support from well-trained adults. This builds their confidence and quickly increases their fluency in reading.

The leaders' commitment to nurture and celebrate the talents and aspirations of all pupils is exemplary. Pupils are extremely well prepared to make a positive contribution to their current and future communities.

Pupils relish their leadership responsibilities. They are rightly proud to tell inspectors about the wider range of jobs that they apply for around school, for example reading with children in Reception and being peer buddies, sports leaders and on the school council. Pupils make an important and positive contribution to school life. They are highly respectful when talking about sensitive issues such as difference. They also have access to a wide range of extra-curricular activities. Pupils' faces light up with pride when they talk about representing their school in tournaments and competitions.

Pupils behave well throughout the school. They concentrate on their learning. Pupils work well together on the tasks that teachers plan for them. Children in early years rapidly settle into school routines. Pupils and children respond very well to the systems that are put in place to promote positive behaviour.

Staff are proud to work at the school. They recognise that leaders do all that they can to support their workloads. Staff appreciate the support they receive from school and trust leaders to help them to carry out their roles.

Governors and trustees know the school well. They hold leaders fully to account for their work to improve the school for the pupils and community they serve.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong safeguarding culture. Staff know their pupils, families and community exceptionally well. Staff receive up-to-date training to make sure that they can quickly spot any signs that pupils may be at risk of harm. They report concerns promptly. Leaders follow up these concerns diligently. They provide vulnerable pupils and their parents with timely and well-tailored support.

Leaders make use of the expertise of a variety of other professionals to deepen pupils' understanding of how to keep themselves safe. Pupils understand what consent is. They know how to recognise risks when they use online technology and when out in the community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a minority of subjects, teachers do not check sufficiently well if pupils have learned and remembered the essential knowledge contained within the curriculum. Consequently, some pupils occasionally develop misconceptions and misunderstandings. Leaders should ensure that teachers consistently identify and address any deficits in pupils' knowledge in all subject areas and remedy any misunderstandings.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	146403
Local authority	Redcar and Cleveland
Inspection number	10255771
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	223
Appropriate authority	Board of Trustees
Chair of trust	Steve Elliott
Headteacher	Tracy Watson
Website	http://overfields.ironstoneacademy.org.uk/
Date of previous inspection	Not previously inspected

Information about this school

- 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.
- The school joined the Ironstone Trust in 2018. The trust consists of six primary schools with approximately 2,000 pupils.
- The school does not use any alternative education providers.
- There is an on-site breakfast club that is managed by the school.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors spoke with pupils about their work and school life. Inspectors spoke with the headteacher, deputy headteacher and members of the senior leadership team. They also spoke to the early years lead, the SEND coordinator, the lead for the speech and language unit and other leaders. Inspectors held discussions with staff, which focused on curriculum, well-being, workload and safeguarding.
- An inspector spoke with members of the governing body, including the chair of governors. An inspector also spoke with the chief executive officer of the trust and the school improvement partner.
- Inspectors reviewed a range of documentation, including that relating to school improvement, safeguarding and the checks undertaken of newly appointed staff.
- An inspector talked to pupils about the books they like to read. An inspector also heard pupils read to a trusted adult.
- Inspectors observed pupils' behaviour in lessons and at social times.
- Inspectors carried out deep dives into these subjects: geography, English, early reading and design technology. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- An inspector considered the views of parents through their responses to Ofsted Parent View. This included the free-text responses. The views of staff and pupils were also considered through the response to Ofsted's online surveys.

Inspection team

Anne Vernon, lead inspector

Ofsted Inspector

Moira Banks

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023