

# Inspection of Oakridge Community Primary School

Coronation Avenue, Hinderwell, Saltburn-by-the-Sea, North Yorkshire TS13 5HA

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Inspection dates:	1 and 2 July 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Ben Russell. This school is part of Yorkshire Endeavour Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Christina Zanelli, and overseen by a board of trustees, chaired by Mathew Brown.

Ofsted has not previously inspected Oakridge Community Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Oakridge Community Primary School to be outstanding for overall effectiveness, before it opened as an academy. Since September 2024, schools have not been awarded an overall effectiveness grade.

## **What is it like to attend this school?**

Oakridge Community Primary School is a place that staff, parents and pupils are proud of. The school has improved over recent years. The school has high expectations of pupils' learning and behaviour. A well-considered curriculum supports pupils to develop knowledge across a wide range of subjects. As a result, pupils achieve well.

The nurturing ethos of the school is evident in interactions between staff and pupils. Pupils feel safe and are safe. They move sensibly around the school. Lessons flow without disruption. Pupils play harmoniously outside together. Pupils who need additional support receive the help they need to be ready to learn.

The 'Oakridge Pledge' ensures pupils engage fully with the personal development offer. Pupils enjoy a wide range of trips and visits. They participate in regular outdoor experiences, including overnight stays. This helps them to develop resilience. Pupils regularly engage with the local area. The school's garden provides pupils with first-hand experiences of how to grow crops. They use this produce to create meals for the community. This helps pupils to show their care and consideration for others.

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

The school has rightly prioritised pupil's reading. Children in the early years learn the sounds that letters make as soon as they start school. Staff deliver the phonics programme consistently and effectively. Well-matched books ensure pupils build their confidence to be able to blend letter sounds into words. Most pupils are able to read confidently by the end of year 2. Extra support is given to those who need to catch up. Pupils in key stage 2 are given extra opportunities to practise their fluency in reading. Pupils become increasingly competent, independent readers.

The school's curriculum is well designed and ambitious. It identifies the most important knowledge for pupils to learn. Pupils learn in mixed-age classes. The school carefully adapts the curriculum to ensure pupils receive learning in line with their age and stage. Teachers have secure subject knowledge and present learning clearly to pupils. They check pupil's understanding in a timely manner. Pupils with special educational needs and/or disabilities are identified quickly. They are supported well to learn the intended curriculum. As a result, pupils achieve well across the curriculum. In some subjects, previous weaknesses in the delivery of the curriculum means that some pupils have gaps in their learning. The school has not fully addressed these gaps. This means that some pupils cannot make connections between previous and current learning to build a deep body of knowledge.

Children make a positive start in the early years. The curriculum is well organised. Timely 'checkpoints' ensure teachers know if children are keeping up with their learning. Staff design learning around the books they read to children. This encourages children to focus and engage well with the planned activities. For example, children learn how to follow a

simple pattern using musical instruments, which links to their previous learning from their chosen class book.

Throughout the school, pupils behave well. They engage positively with learning and follow instructions. Pupils show respect towards each other. They listen to staff and discuss their learning cooperatively with their peers. The school has clear policies and processes in place to ensure pupils come to school regularly.

The school's personal development provision is strong. Staff adapt the curriculum intelligently based on local issues. Pupils know how to build positive relationships, how to stay safe and live healthily. The school's assembly programme focuses on the teaching of the fundamental British values. This supports them to learn about respect and tolerance of others. Pupils' understanding of other cultures is enhanced through the curriculum and reflective discussions. Pupils demonstrate a secure knowledge of the differences and similarities between a range of religions. They are prepared well for life in modern Britain.

Governance, including the local governing body and the board of trustees, is robust and well organised. They remain focused on ensuring recent improvements continue. Strong partnerships across the trust provide many opportunities for the school to continue to enhance its curriculum offer for pupils. Staff in school are exceptionally proud to work here. They are supported well to develop the skills and knowledge they need to be effective in their roles. Parents and carers are overwhelming positive about the support the school gives them. One parent, reflecting the views of many, said 'My child thrives at this school.'

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In a small number of subjects, pupils have some gaps in their knowledge. These gaps have not been addressed and, at times, this hinders pupils' ability to make sense of new learning. The school should ensure that teachers are able to swiftly identify and remedy these gaps in pupils' knowledge. This is so that pupils can build and further strengthen their knowledge in these subjects in readiness for the next stage of education.

## **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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	149226
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10379428
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	35
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Mathew Brown
<b>CEO of the trust</b>	Christina Zanelli
<b>Headteacher</b>	Benjamin Russell
<b>Website</b>	<a href="http://www.oakridge.n-yorks.sch.uk">www.oakridge.n-yorks.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of the Yorkshire Endeavour Academy Trust.
- The current headteacher took up post in September 2022.
- The school does not currently use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke with the headteacher and other school leaders during the inspection.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and art and design. For each deep dive, inspectors held discussions about the curriculum, visited samples of lessons, spoke to teachers, spoke to pupils about their learning, listened to pupils read and looked at samples of pupils' work.
- An inspector observed pupils read to a familiar adult.
- Inspectors met with a number of pupil groups.
- Throughout the inspection, the inspectors met with groups of staff and considered the opinions expressed through the Ofsted staff survey.
- The inspectors considered the views of parents expressed through Ofsted Parent View, and met parents at the school gate.

### **Inspection team**

Kate Hall, lead inspector

His Majesty's Inspector

Katie Lowe

Ofsted Inspector

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