

Zetland Primary School

Redcar Lane, Redcar, North Yorkshire, TS10 3JL

Inspection dates 12–13 February 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils make outstanding progress in reading to reach standards that are well-above average. This is because reading is taught extremely well throughout the school.
- Standards have improved over time in writing and mathematics so that, by the time pupils leave the school at the end of Year 6, attainment is above average.
- Lessons are interesting and motivate pupils so that they work hard and make good progress. There are lots of opportunities to learn literacy and numeracy skills in other subjects.
- Safety is outstanding. This is because all staff create a nurturing environment where everyone matters and everyone cares. Parents are unanimous in their opinion that pupils are well cared for and that the school keeps them safe.
- Pupils are happy, confident, courteous and well behaved. They thrive in a calm and purposeful atmosphere. Pupils say bullying happens very rarely and are confident that they know what to do if it does occur.
- The curriculum provides excellent enrichment opportunities, particularly through art and sport. This, together with regular visits out of school, for example to London and France, helps pupils to develop both their social skills and their cultural understanding.
- The school is very well led by the headteacher, other senior staff and governors. They lead by example so that all who work in the school share a strong desire to work together to raise standards. As a result the quality of teaching has improved and attainment has risen significantly, particularly in Key Stage 2.

It is not yet an outstanding school because

- The quality of teaching is not yet outstanding because teachers sometimes plan work without taking enough notice of how well pupils have done in previous lessons.
- The most able children are not given enough activities in writing and mathematics that help them learn more quickly in the Early Years Foundation Stage and Key Stage 1.

Information about this inspection

- Inspectors observed 17 lessons taught by 10 teachers as well as making shorter visits to look at pupils' work. Some observations were carried out jointly with senior leaders. Inspectors also observed small groups of pupils being taught by teaching assistants.
- Inspectors talked to groups of pupils and heard others in Year 1, Year 2 and Year 6 read.
- The views of 33 parents who responded to the online questionnaire (Parent View) were taken into account, as well as the views of parents gained informally at the start of the school day.
- Inspectors met with senior and middle leaders, teachers, members of the governing body and a school improvement professional who works with the school.
- The school's improvement plan and records of pupils' achievement, records of the quality of teaching, pupils' behaviour and safeguarding were examined.
- Thirty-four staff submitted their views via a questionnaire and inspectors took these into account.

Inspection team

Christine Cottam, Lead inspector

Additional Inspector

Jane Beckett

Additional Inspector

Full report

Information about this school

- Zetland Primary is slightly smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is much higher than the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.
- The vast majority of pupils are of White British heritage and all speak English as their first language.
- The proportion of pupils supported through school action, school action plus or with a statement of special educational needs is higher than that found nationally.
- The school meets the current floor standards, which set the government's minimum expectations for attainment and progress in English and mathematics at the end of Year 6.
- The school has recently been awarded the Gold Artsmark.

What does the school need to do to improve further?

- Strengthen the quality of teaching so that it is always good and more is outstanding by:
 - ensuring teachers use what they find out about pupils' knowledge and understanding from marking and assessing their work to plan subsequent lessons
 - checking pupils' progress during lessons and reshaping tasks to maximise learning.
- Ensure the most able children in the Early Years Foundation Stage and those in Key Stage 1 are set work that will challenge and extend their understanding in mathematics and writing.

Inspection judgements

The achievement of pupils

is good

- Pupils make good progress in lessons. Literacy and numeracy skills are taught well in English and mathematics lessons, and pupils practise these skills in other subjects.
- Pupils are avid, fluent readers because reading is given a high priority. As a result, by the time they reach the end of Year 6, virtually all pupils attain the standards expected for their age, and about two thirds do even better than that.
- Children enter the Early Years Foundation Stage with skills and abilities that are lower than those usually found, especially in communication, literacy and language. Children make good progress, so that they are well prepared for Year 1. While the vast majority of children acquire the skills and abilities expected for their age, not enough children exceed them.
- Standards in reading, writing and mathematics have improved in Key Stage 1 so that attainment is now broadly average. The most able pupils are not always set work that is challenging enough for them in Year 1 and Year 2 so that not enough are reaching higher-than-average levels, particularly in writing and mathematics.
- Standards in reading, writing and mathematics have risen sharply in Key Stage 2 from below average in 2011 to above average in 2013. By the time they reach the end of Year 6, the vast majority of pupils have made the progress that is expected of them and at least half have made even faster progress than that.
- The most able pupils make good progress in Key Stage 2. All pupils' writing is generally spelt accurately and uses punctuation well, but the most able pupils use vivid vocabulary combinations to add interest and spark to their work. In mathematics the most able pupils are challenged well, for example, by applying their calculation skills to finding the area of combinations of rectangles and triangles.
- Pupils supported at school action, school action plus or with a statement of special educational needs make good progress. This is because the school tracks their progress carefully and makes sure they are supported well in lessons.
- Pupils eligible for free school meals were a year behind other pupils in writing and mathematics at the end of Year 6 in 2013. Their attainment was much better than this in reading. The school took quick action to put in place effective support and, as a result, pupils eligible for the pupil premium currently in Year 6 are making good progress so that their attainment is much closer to those who are not eligible. This improvement shows that the school is using additional funding well in order to promote equality of opportunity.

The quality of teaching

is good

- The teaching of reading is outstanding. From the Early Years Foundation Stage through to Year 6, pupils are taught reading skills relevant to their age on a daily basis. This systematic and regular approach ensures all pupils make rapid progress, whatever their starting points.
- Teaching assistants provide support in classrooms and teach small groups on their own. They have received good training and make a good contribution to pupils' achievement, especially in reading.
- The teaching of writing, mathematics and other subjects is almost always good. A range of interesting activities is provided in well organised and stimulating classrooms. This helps to motivate pupils so that they work hard throughout lessons and make good progress.
- Lots of interesting opportunities for play and exploration fire the enthusiasm of children in the Early Years Foundation Stage so that they make good progress in a wide range of skills.
- Careful explanation and searching questions by the teacher strengthen pupils' understanding. For example, in a literacy lesson in Year 5, pupils were expected to define a particular type of sentence they had studied the day before and this helped the teacher to know whether pupils had understood before they moved on.

- Pupils' work is marked regularly and accurately, and good feedback helps them to improve their work. Pupils are given opportunities to respond to their teacher's marking and this helps them to make good progress.
- Teachers assess pupils' progress regularly and accurately. Sometimes, though, what they find out about pupils' knowledge and skills from marking and assessments is not used well enough to plan subsequent lessons. For example, pupils are moved on to a new topic in mathematics when they have not understood the current work well enough.
- Similarly, pupils' progress in lessons is not always checked. When pupils make very rapid progress, showing that they have understood their work thoroughly, tasks are not always reshaped and pupils are not moved on quickly enough. On other occasions, opportunities to correct errors or misconceptions made by pupils are not always picked up while lessons are in progress.
- Teachers have high expectations of the most able pupils in Key Stage 2. This is not always the case in the Early Years Foundation Stage and Key Stage 1 in writing and mathematics. Sometimes the work set for these pupils is too easy. This slows them down so that too few are reaching higher-than-average standards. For example, the most able pupils in Year 2 have very little number work in their books that involves working with three digit numbers.

The behaviour and safety of pupils are good

- The behaviour of pupils is good in lessons and around the school. Pupils thrive in a friendly atmosphere where they feel welcome and valued.
- Pupils show respect for each other, adults and their environment. They have a good understanding of different types of bullying, including racism.
- Pupils have good attitudes to learning. They enjoy school and are enthusiastic about the wide variety of experiences that are provided for them. They work carefully and respond well to their teachers' marking so that they make good progress.
- Poor behaviour is extremely rare with only one fixed-term exclusion in recent years.
- Children enter Nursery with under-developed social skills. A vibrant, positive and well-ordered environment throughout the Early Years Foundation Stage helps them to settle in quickly and grow in confidence. As a result these young children behave well whether they are working with adults, on their own or with other children.
- The school's work to keep pupils safe and secure is outstanding. Parents are unanimous in their views that the school looks after their children well. Pupils have an excellent knowledge of how to stay safe, for example, older pupils know how to protect themselves on the internet and when riding their bicycles on the road.
- Attendance has improved and is now broadly average. There has been a significant reduction in the number of pupils who have high levels of non-attendance so that persistent absence is now a rarity.

The leadership and management are good

- The headteacher and senior leaders have created a culture where the success of pupils is of paramount importance. All who work in the school are proud to do so, share the high aspirations of leaders and promote positive relationships with parents. As a result pupils enjoy school and standards have risen. Leaders are in a good position to continue to improve the school.
- Senior and middle leaders regularly and accurately check the quality of teaching, pupils' progress and the work in their books. They use what they find out about pupils' learning to identify what needs to change and to help teachers improve their teaching. When necessary, they provide training or advice to help teachers improve. The quality of teaching has improved as a result.
- Middle leaders receive good training to help them hone and improve their leadership skills. Potential future leaders are identified and encouraged to attend nationally recognised courses.

- The curriculum is extremely vibrant. While there is a good emphasis on reading, writing and mathematics, other subjects are enriched through a wide variety of visits and cultural opportunities such as sport, art and drama. For example, an external company is working with pupils in Year 5 and Year 6 so that they gain their 'Young Navigator' awards. This excellent outdoor physical education venture is helping to improve the health and vitality of pupils while also helping them to make excellent progress in their map reading skills. The curriculum makes a good contribution to the spiritual, moral, social and cultural understanding of pupils.
- All the parents who responded to Parent View say that they would recommend the school to another parent. Parents have absolute confidence in all areas of the school's work.
- The school is a caring, safe environment where safeguarding practices meet statutory requirements.
- The local authority provides effective support through a school improvement professional who works with all of the schools in a local alliance. This alliance provides good professional development locally.
- **The governance of the school:**
 - Governors understand pupil achievement data and use their excellent knowledge to challenge leaders and set improvement priorities. They receive detailed information from the headteacher and also make checks for themselves. For example, one governor met with many pupils to check their views of behaviour, safety and bullying. They overlook the school's systems of care, health and safety to make sure they are as effective as possible.
 - Governors have a good understanding of the performance of teachers and other staff. They have high expectations, are involved in pay decisions to reward good teaching and have taken action where performance needed to improve.
 - The primary school sport funding has been used to broaden the range of sports available. As a result participation rates are higher and the school is increasingly successful in competitive sport.
 - Pupil premium funding is used to provide additional support in class as well as catch-up programmes for pupils who are eligible. As a result gaps between their attainment and that of non-eligible pupils are beginning to close.

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	111609
Local authority	Redcar and Cleveland
Inspection number	431364

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	240
Appropriate authority	The governing body
Chair	Mike McNulty
Headteacher	Simon English
Date of previous school inspection	12 January 2009
Telephone number	01642 484595
Fax number	01642 491550
Email address	zetland_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 2014

