



Zetland Primary School

Inspection Report

Unique Reference Number 111609
LEA Redcar and Cleveland
Inspection number 278730
Inspection dates 4 May 2006 to 5 May 2006
Reporting inspector Mr Alan Tattersall

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Redcar Lane
School category	Community		Redcar
Age range of pupils	3 to 11		TS10 3JL
Gender of pupils	Mixed	Telephone number	01642 484595
Number on roll	229	Fax number	01642 491550
Appropriate authority	The governing body	Chair of governors	Mr Mike McNulty
Date of previous inspection	1 September 2000	Headteacher	Mrs Dianne Gage

Age group 3 to 11	Inspection dates 4 May 2006 - 5 May 2006	Inspection number 278730
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average-sized primary school serves an area of older, terraced housing and private rented accommodation near the centre of a small seaside town in Redcar. The school has 229 pupils, including 40 nursery children. The proportion of pupils who have free school meals is above the national average. A higher than average proportion of children are transient. Some families are housed temporarily in bed and breakfast accommodation. When they start school, many children have standards that are below those expected nationally for children of this age. The great majority of pupils are of white British heritage. The proportion of pupils with learning difficulties and/or disabilities is above the national average. A new headteacher joined the school in January 2006.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Inspectors agree with the school's self-evaluation that its overall effectiveness is satisfactory. It is an improving school that provides satisfactory value for money. Pupils' achievement is satisfactory. From a low starting point, pupils make satisfactory progress by the end of Year 2 and standards are broadly in line with those expected, although few reach the higher Level 3 in national tests. The achievement of boys lags behind girls, particularly in writing. Pupils' standards are in line with national expectations by the end of Year 6. Although boys' achievement improves, the standard of their writing still lags behind girls, but by a narrower margin. The school works well with others to care for and guide pupils. Pupils confirm their parents' views that they enjoy school. Their personal, social, moral, spiritual and cultural development is satisfactory. Pupils make a good contribution to the school and wider community. Teaching, learning and the curriculum are satisfactory. Provision and children's attainment in the Foundation Stage are satisfactory, although limitations in the indoor accommodation and outdoor resources reduce the scope for learning. Leadership and management are satisfactory. Improvement since the last inspection is satisfactory and the school shows that it is able to go on improving.

not applicable

What the school should do to improve further

- Improve standards in boys' writing throughout the school.
- Provide more challenging work for the more able pupils so that they can meet the school's rising targets for them at the end of Year 2.
- Improve accommodation and resources for children in the Foundation Stage.

Achievement and standards

Grade: 3

Achievement and standards are satisfactory. Pupils make satisfactory progress during their time in school and standards are in line with national expectations by the end of Year 6 in English, mathematics and science.

From their low starting points, children make satisfactory progress during their time in the Foundation Stage, although standards are below average when they enter Year 1. By the end of Year 2 pupils achieve the challenging targets set by the school, although few exceed national expectations. Last year in the national tests, pupils' standards were below other schools. However, inspection evidence shows a satisfactory improvement and currently pupils are meeting the standards expected of them at this age for most subjects. Boys achieve less well, particularly in writing by the end of Year 2 and Year 6. Although pupils make good progress in some areas and achieve average standards by Year 6, the lower standards of boys' writing and the small numbers of pupils who reach the higher levels mean that overall achievement and standards are no better than satisfactory. Apart from boys and the more able, different groups of

learners, including those with learning difficulties and/or disabilities, make the same progress and achieve as well as others because of the support that they receive.

Personal development and well-being

Grade: 3

Pupils' personal development, and their attendance and punctuality are satisfactory. Pupils are happy to come to school. They enjoy their lessons, are positive about their work, and feel safe. The school's measures ensure that behaviour is satisfactory. The merit system has a positive effect on pupils' effort, behaviour and respect for others as well as on their academic achievement. Pupils make a good contribution to the school community and show concern for each other. In Year 6, pupils help younger ones to settle into school and look after them in the playground. Pupils involve themselves well in the wider community through work for charity and participating in musical performances. They learn to stay safe and develop a healthy lifestyle. Their improvement in basic literacy and numeracy skills prepares pupils positively for future economic well-being. The spiritual, moral, social and cultural development of pupils is satisfactory. Pupils have satisfactory opportunities for spiritual development through lessons, collective worship and in developing an awareness of the nature of life through science. However, the school recognises the need to prepare pupils more effectively for a multicultural society.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory with good features. In the Foundation Stage, teaching and learning are satisfactory. Throughout the school teaching is often good and teaching assistants provide good support. At the beginning of lessons, teachers share with pupils what will be taught and learnt, so that the pupils understand clearly what they are expected to achieve by the end of the lesson. Teachers use a good range of teaching methods, including whole class teaching, group and individual work. Good marking provides pupils with sound advice on how they can improve. Teachers use assessment satisfactorily to set targets to provide generally good challenge for pupils. The school recognises the need to use assessment more rigorously to improve planning to meet pupils' different needs, particularly to provide further challenge for higher attaining pupils.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory, with an acceptable balance between subjects. A satisfactory range of extra-curricular activities, visits out of and visitors to the school add to pupils' enjoyment and enrich learning. The school is undertaking a wide range of initiatives to raise standards. Extra reading lessons are improving literacy. The

improvement in the performance of pupils at the end of Year 6 is in part due to the extra classes in English, mathematics and science. There are good examples of teachers improving pupils' skills in literacy and numeracy through other subjects. However, the fact that pupils' skills in information technology, literacy and numeracy are not developed effectively in all lessons is recognised by the school, which plans to address the issue. Pupils from Year 3 onwards benefit from a much improved outdoor play area and a similar area is planned for pupils in Years 1 and 2. The Foundation Stage curriculum is satisfactory. However, indoor accommodation is too small for the number of Nursery and Reception children and there are few resources for the outdoor area. These factors limit educational opportunities.

Care, guidance and support

Grade: 3

The school provides satisfactory care, guidance and support for pupils. Pupils arrive and depart throughout the school year, but settle or move on to other schools with few problems. There are good procedures to receive new pupils and to send others on to their new schools. Child protection procedures are effective. Provision for pupils' health and safety are satisfactory. The school is reshaping its satisfactory assessment procedures so it can identify the individual learning needs of pupils better, and is working to develop challenging tasks for the more able pupils. Provision for pupils with learning difficulties and/or disabilities is satisfactory. The school uses outside bodies well to support pupils, particularly with their behaviour. The school acknowledges the need to improve disabled access to the site.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory. The new headteacher provides strong leadership and management and the vision to raise standards, supported ably by the deputy headteacher. Senior staff are improving their role in leadership and management to take more responsibility; for instance, to improve the currently satisfactory school evaluation procedures. Subject leaders are implementing recent good plans to take more responsibility for monitoring the standards in their subjects and following up with action that will lead to improvement. Governance is satisfactory. Governors have a strong commitment to the school and are active in support. They are beginning to increase their involvement in the life of the school and hence become better informed of the effect of their actions and decisions. The school creates good partnerships with the community and other schools, and the views of parents and pupils are regularly sought. Improvement since the last inspection is satisfactory but boys' writing should be better. However, given the expertise of the headteacher, the commitment of senior and other staff and governors, the school is soundly placed to continue to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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The Pupils

Zetland Primary School

Redcar Lane

Redcar

TS10 3JL

5 May 2006

Dear Pupils

Thank you for helping us so much during the inspection of your school. Even though some of you were very busy getting ready for the tests the following week, you were polite and made us very welcome. We enjoyed looking at your work in books and on display in the school, and joining you in your lessons to see how well you were learning. We were pleased to have the opportunity to talk to you during lunch and play times and with the school council to find out what you think about school.

These are the things that we particularly like.

We agree with you and your parents that you really like school and enjoy learning.

You provide good help in running the school and make a good contribution to the local and wider community.

The headteacher, staff and governors are keen to help you to achieve more.

The school works well with other people in the community to help you.

Good arrangements make sure that you settle into school well when you first arrive, and help you to transfer smoothly to other schools.

We have asked your headteacher and governors to go ahead with plans to ensure that boys improve their writing and that you all achieve as well as you can. We hope that you will respond well to these improvements and try hard.

Your headteacher and governors have done a lot to improve the school buildings. We have asked the school to provide outdoor equipment and make more indoor space available for children in the Reception and Nursery classes.

Thank you once again for your help. We hope that you all continue to enjoy learning, and that the Year 6 tests go well.

Yours faithfully

Alan Tattersall and Geoffrey Henshall
(Inspectors)