

Zetland Primary School

Inspection report

Unique Reference Number	111609
Local Authority	Redcar and Cleveland
Inspection number	325412
Inspection dates	12–13 January 2009
Reporting inspector	Judith Straw

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	187
Government funded early education provision for children aged 3 to the end of the EYFS	17
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Mike McNulty
Headteacher	Mrs Dianne Gage
Date of previous school inspection	1 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Redcar Lane Redcar TS10 3JL
Telephone number	01642 484595
Fax number	01642 491550

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

There is a smaller than average primary school situated in an area of considerable social disadvantage. The proportion of pupils entitled to receive a free school meal is well above average as is the number of pupils with learning difficulties and/or disabilities. Nearly all the pupils are from White British families. A higher than average number of pupils join and leave the school other than at the usual times. There is provision for children in the Early Years Foundation Stage (EYFS) in the Nursery and Reception classes.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This long established school provides good quality education. The school is well regarded and makes a very positive contribution to the local community through partnerships with other schools, many local businesses, and members of the wider community.

Achievement is good. The school has had a disturbed time over the last year with several changes in key staff. This affected the results of national tests in 2008 at the end of Years 2 and 6. The school accurately identifies some underachievement in mathematics at both key stages, and pupils often lack confidence in their numeracy skills. A range of strategies has been put in place to improve achievement and standards in mathematics across the school. Despite these difficulties, pupils make good progress in relation to their starting points. Current standards in English, mathematics and science are broadly average and the school's detailed tracking data shows that many pupils are exceeding the targets expected of them.

The promotion of pupils' personal development and well-being is central to the work of the school and in this it is very successful. Many parents/carers responded to the questionnaire and the great majority were extremely positive about their children's personal development. 'The staff are wonderful and the children are happy,' was a comment typical of many. Pupils contribute to the happy and safe atmosphere through their good behaviour and their consideration for others. Pupils enjoy coming to school and this is evident in their good relationships with staff. Pupils embrace the philosophy of developing healthy lifestyles and are pleased that the school has recently achieved the Silver Travel Plan award, the silver Activemark and the National Healthy Schools Award. Members of the school council are excellent ambassadors for the school because they show pride and commitment to their role. They have impacted well on supporting school events for other children to enjoy, such as the school discos, and under their leadership the school is successful in raising funds to support other communities and charities. Their good personal development, experience of the local community and development of basic skills prepare pupils well for the future.

Effective teaching and a rich curriculum are key reasons for achievement being good. Throughout the school teachers make lessons interesting. The imaginative approaches lead to a real enthusiasm for learning. Music and drama often play a part, leading to pupils growing in confidence and self-esteem. Assessment procedures are well established and pupils know how well they are doing and how to improve. The school has kept a good balance in the curriculum with a strong focus on basic skills as well as making the curriculum enjoyable and creative. Parents comment that 'There is always so much going on', and welcome the many opportunities to come in to see the school in action.

Leadership and management are good. The headteacher is an excellent leader and her skills complement those of the senior leadership group so that they combine to make a dynamic team. The headteacher sustained an even keel through staffing changes last year. Self-evaluation is accurate and the response to weaknesses is effective, as can be seen in the improvements since the previous inspection. Subject leaders carry out detailed audits and identify the correct areas to develop. Governance is good. Governors play a full role in school life as well as being involved in major management decisions. They recognise the importance of working closely with the community and this aspect of the school is good. The school is in a good position to move forward.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Provision in the EYFS is satisfactory. There has been a lack of consistency in practice and leadership in EYFS because of staff changes in the last academic year. However, there is now a much clearer direction, improvements through staff development, and stimulating areas which are impacting well on the provision.

Children enter the Nursery with skills and abilities that are well below those typically found. This is especially true in communication, language and literacy and personal, social and emotional development. Strong links with parents help children to settle quickly and to feel safe and secure. A good mix of child-initiated activities and focused teaching, often in small groups, encourages children to make satisfactory progress so that by the end of the Reception year standards have improved although in the main they remain below average. Use of the outdoor area is limited because there is no direct access for children to move easily between indoors and outdoors, and the lack of a covered area sometimes limits opportunities to extend learning. The indoor classroom is stimulating, colourful and displays of children's work celebrate their achievements.

All staff contribute well to learning and children's welfare. Nursery and Reception class teachers plan very effectively for children with learning difficulties and/or disabilities and have good identification of learning and personal, social emotional needs. This is supported by good partnerships with external services who provide advice and targeted provision. Teaching and learning are satisfactory with some good aspects in the inclusive approach which supports excellent relationships and the range of needs of children. The emphasis on language development and good behaviour helps children to learn and develop well. Children enjoy the wide range of activities provided and role-play areas, such as the post office and construction area, and they have good opportunities for imaginative play. Children are very aware of the need to eat healthily and to take exercise.

Leadership and management are satisfactory. The leader provides an excellent role model in the care that she provides for children, and there are emerging systems in place to track children's progress. However, the gathering of information is not yet consistently applied across the whole team and the transition to the EYFS framework is still being developed.

What the school should do to improve further

- Ensure that the current action builds pupils' confidence in numeracy and leads to sustained improvements in achievement in mathematics.
- In the EYFS, improve consistency in the gathering of information about children's skills and abilities to inform their next steps in learning.

Achievement and standards

Grade: 2

Children enter the Nursery with skills which are below what is typical nationally for their age. They make satisfactory progress in the EYFS and enter Key Stage 1 with skills which remain below average, although they are weaker in aspects of language and mathematical development in comparison with other areas. Standards at the end of Key Stage 1 are typically below average, but reflect satisfactory progress when pupils' initial weaknesses in literacy and numeracy are considered. Pupils currently in Year 2 are working more securely within national expectations.

Standards at the end of Year 6 are broadly average and this represents good progress from their starting point to school. There are considerable fluctuations from year-to-year, largely related to cohort differences. In 2007, pupils in Year 6 achieved very well, reaching above average standards in the three core subjects. A much smaller cohort of pupils in 2008 achieved well in relation to their starting points, particularly in English, although they did less well in mathematics and science. No pupil reached the higher level (Level 5) in mathematics and this has become an improvement priority for the school. Currently, pupils in Years 3 to 6 are making good progress. Pupils with learning difficulties and/or disabilities make consistently good progress because of the good planning and teaching that meets their needs.

Personal development and well-being

Grade: 2

The strong school ethos supports the good personal development and well-being of pupils. Pupils feel safe and cared for. They are confident that any bullying or friendship problems are dealt with swiftly and are supported effectively by circle time and social and emotional aspects of learning strategies. Attendance is satisfactory but improving because the school is taking positive steps to reduce both lateness and absences. Spiritual, moral and social development is good. Pupils have raised money for charity and have good engagement with church activities. However, their knowledge and understanding of other cultures is slightly less well developed because pupils have limited opportunities to learn about the different cultures of people in this country. The daily fruit scheme and healthy eating policy have been introduced and pupils have a good understanding of the need to live a healthy lifestyle. The excellent expertise of visitors to school ensures that drugs and alcohol education and internet safety advice helps pupils to make sensible choices and keep themselves safe. Pupils experience enterprise activities and business through growing, cooking and selling produce and have recently acquired a new garden to develop useful life skills. The development of pupils' basic skills in literacy, numeracy and information and communication technology (ICT) is good and pupils are well prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Lessons are well planned with a good range of activities and sufficient pace to allow pupils to understand clearly what they are learning without becoming restless. Good use is made of 'talk partners' and group work so that pupils can learn together and develop their speaking and listening skills which they use with increasing confidence. The good standard of presentation in pupils' books testifies to the pride they take in their work. Teachers ensure that there are good opportunities for pupils to develop skills in ICT. Lessons have clear learning objectives and teachers use questions well to check what pupils have learned. In the minority of lessons that are less successful, though nonetheless satisfactory, the pace lessens, the challenge offered to pupils drops and progress slows.

Teachers' marking is good. Pupils receive praise and good advice on how to improve. They know and understand the levels at which they are working.

Curriculum and other activities

Grade: 2

The curriculum meets the needs of pupils well. It is well planned around a series of themes and supports the practise for literacy, numeracy and ICT skills. It is particularly effective in providing support for pupils with learning difficulties and/or disabilities through effective intervention programmes such as 'reading recovery'. Pupils say they enjoy and are keen to access the good variety of activities outside of the school day. The school provides a good range of sports and arts activities, including bikeability, gymnastics, tag rugby and arts club. Art supports creativity well and is a strength of the school with children able to access dedicated teaching of art. The investment in ICT is successful in developing pupils' skills across the curriculum. The social and emotional aspects of learning is embedded well in the curriculum and extremely effective in developing skills for good citizenship and working in the workplace.

The school is working well with a local secondary school to enable the introduction of modern foreign languages. French is taught and during the inspection, language assistants were teaching Spanish as part of a focus week. Children have good experience of working in and for the community through singing at the Folk Festival, church visits and engaging in the school productions.

Care, guidance and support

Grade: 2

Parents praise the way in which staff both push and nurture their children. Teachers see where children need extra help and make sure they receive it. The comment, made by a parent, that 'The school cares equally for children's welfare and their educational milestones' reflects a typical view. A strength of the school is the very good personal support pupils receive from their teachers and support staff which promotes excellent relationships.

The tracking of pupils' progress is effective in providing learning targets for them and links well to appropriate interventions to support learning, including for those pupils with learning, social and behavioural needs. However, tracking the progress of children in the EYFS is at an earlier stage of development and is a focus for the school. Older children are confident in explaining their targets and had their own aspirations in how they will reach them. Achievements of children are celebrated in whole-school assemblies, and acknowledge the learning, attendance and social successes in the child. Attendance is satisfactory, though systems to promote attendance are good and supported well by external provision from education welfare. Procedures for safeguarding children are in place and understood well by staff.

Leadership and management

Grade: 2

Leadership, management and governance are good. The headteacher's vision for the school, her sense of purpose and her high expectations, have driven the many improvements in school in recent years. The deputy headteacher and other senior leaders provide vital support. Together they ensure that pupils are well cared for and set high expectations for achievement. Clear direction is set and followed in effective improvement planning. Subject leaders are fully involved in monitoring the quality of work in their areas of responsibility and relish the challenge. A

good system for tracking the academic progress of all pupils is in place and gives the school an accurate and detailed picture of the rate of pupils' progress.

Governors are knowledgeable and involved in day-to-day activities. They play their part in forward planning and as critical friends. The school has an accurate picture of how well it is doing and what the priorities must be to improve further. The school promotes community cohesion well. It holds a central place in the local community and has a wide range of links with other schools, local businesses, churches, the folk festival and the community in general.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

14 January 2009

Dear Pupils

Inspection of Zetland Primary School, Redcar and Cleveland, TS10 3JL

Thank you for making us so welcome when we visited you in school this week and for helping us by telling us your views. Please thank your parents for sending us lots of replies to the questionnaire. They are happy with the school and especially pleased by the way your teachers and headteacher make sure you are safe and happy. This letter is to share with you what we found.

You go to a good school where you quickly settle down and learn how to work and play. Your personal development, including your behaviour, is good. We were pleased to see you all being so energetic at play and you have a thorough understanding of the importance of keeping fit and healthy. The school's council members enjoy having a say in what goes on and are really good ambassadors for the school.

Your teachers and other staff take very good care of you and we are pleased you feel safe. It is very clear that you enjoy school. Teachers are good at making your lessons interesting and this enables you all to make good progress. Your school is well managed so that it runs smoothly, and even when difficulties arise the headteacher and staff do everything possible to prevent them disrupting your learning. By the time you leave school you are well prepared for the future.

There are two things we have asked the school to do:

- to help you to be more confident in mathematics so that you achieve even better
- to check the progress of the youngest children in Nursery and Reception more often.

For you the most important things are to carry on doing your best and enjoying school and attending regularly.

Yours sincerely

Judith Straw

Lead inspector