

# Green Gates Primary School

## Inspection report

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<b>Unique Reference Number</b>	111607
<b>Local Authority</b>	Redcar and Cleveland
<b>Inspection number</b>	356949
<b>Inspection dates</b>	16–17 March 2011
<b>Reporting inspector</b>	Joy Frost HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	209
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Vanessa Newlands
<b>Headteacher</b>	Mrs Samantha Fiske
<b>Date of previous school inspection</b>	21 May 2008
<b>School address</b>	Kielder Close Redcar North Yorkshire TS10 4HS
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed 15 lessons and saw nine teachers and four teaching assistants teach. Meetings were held with members of the governing body, senior and middle leaders, the special educational needs coordinator and two groups of pupils. Inspectors observed the school's work, and looked at the school's documentation relating to pupils' progress and attainment; protecting and keeping pupils safe; and monitoring and evaluation of the school. Inspectors looked at the work in pupils' books in writing and mathematics in Years 2 and 6. Inspectors also scrutinised the 39 returned parent and carer questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress the school has made since the last inspection.
- The effectiveness with which teachers use assessment data to plan learning for different ability groups.
- The progress made by more-able pupils and those with special educational needs and/or disabilities.
- The involvement of middle leaders in school self-evaluation and monitoring.

## Information about the school

This school is smaller than the average-sized primary school. Over half of the pupils are known to be eligible for free school meals which is very high. The proportion of pupils who have special educational needs and/or disabilities is double the national average, and a minority of these pupils have social, emotional and behavioural difficulties. The vast majority of pupils are White British.

The school houses an Early Intervention Support Base for up to 14 children with social, emotional and behavioural difficulties who are referred from 17 different schools in the area. They attend full or part-time for a period of up to two terms.

There is a Sure Start Children's Centre on site which houses the Little Waves Daycare Centre. This provision was inspected separately and the inspection report can be found on the Ofsted website.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory and rapidly improving school. Since the last inspection there has been turbulence in staffing across the school, especially at senior leadership level resulting in a dip in the attainment of pupils at the end of Key Stage 1. Staffing is now stable, the school is back on track and there has been a marked improvement in pupils' attainment and progress. When pupils enter the school their skills and knowledge are typically well below that expected for three-year-olds in all areas of learning, and are especially low in social, and communication, language and literacy development. Throughout the school staff are very nurturing and support pupils very well, especially those whose circumstances make them vulnerable. Good, consistent management of pupils' behaviour through rewards and sanctions ensure that learning is rarely disrupted and pupils have good relationships with each other and adults. During the inspection, the majority of pupils were observed enjoying their lessons. They attend regularly and take an active part in their learning. Their achievement is satisfactory and improving rapidly. Pupils respect and support each other well by acting as playground buddies, monitors and play leaders. Playtimes are very active and support pupils' physical development well.

Teaching is satisfactory and an increasing amount is good. In the good lessons, progress is accelerating because the good use of assessment data is improving learning and moving pupils' attainment closer to age-related expectations. In satisfactory lessons, teachers are over-cautious about what pupils can achieve and lessons do not always match the abilities of the full range of pupils in the class. This is especially the case for more-able pupils who often do work that is too easy especially in mathematics and writing, and less-able pupils who do not have enough opportunities to work independently. There are too few opportunities in some lessons for pupils to discuss their learning and develop their speaking and listening skills. Pupils who have special educational needs and/or disabilities are supported well through small group work and programmes designed to boost their learning. Very good links with outside agencies promote pupils' learning and well-being. However, in the individual education plans that are produced to support these pupils, targets are not broken down into small enough steps and are not always linked closely enough to the work they do in classes.

Provision in the Early Intervention Support Base is good and teachers modify pupils' behaviour and raise their self-esteem well. Most pupils who attend the unit successfully integrate back into mainstream education full time.

Senior leaders recognised that provision in the Early Years Foundation Stage unit needed revising and much work has been undertaken to improve the environment for learning. This is leading to improved learning especially for children in the Reception class but there is more work to do to improve the outcomes for children in the Nursery.

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The headteacher has set a clear direction for the school and has set high targets for improvement. Raising pupils' aspirations and teachers' expectations are at the heart of the school's work. The school's self-evaluation is accurate and focused on the right issues but some actions in the school improvement plan are too broad and not sufficiently measurable. Improvements in teaching and learning and pupils' progress especially in Key Stage 1 are clear to see and, therefore, the school has a satisfactory capacity to improve.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve pupils' progress and attainment in writing and mathematics especially for more- and less-able pupils by:
  - improving the marking in pupils' books so that comments tell them the next steps in their learning and are closely linked to pupils' individual targets.
  - using day-to-day assessments of pupils' achievements to plan work which is based on previous learning and more closely matches the different abilities in lessons
  - improving the targets for pupils with individual education plans so that learning is broken down into smaller steps and provide opportunities for pupils to achieve these targets in lessons and develop their ability to work independently
  - providing more opportunities for pupils to discuss their learning and develop their speaking and listening skills.
- Accelerate the progress and attainment of children in the Early Years Foundation Stage by:
  - improving nursery provision to provide more tightly-focused learning opportunities which develop children's language skills further
  - providing more stimulating opportunities which motivate children to become more independent and to develop their writing skills
  - improving the accuracy of assessment to fully reflect children's abilities and achievements.
- Improve the effectiveness and impact of senior leaders action planning by ensuring that planned actions for improvement are more tightly focused on pupils' outcomes and are measurable.

## **Outcomes for individuals and groups of pupils**

**3**

Pupils' attainment is broadly average and their achievement is satisfactory. Standards in all key stages have been well below average in the past but they are rising steadily. During the inspection, pupils' were well behaved in lessons and eager to take part. In the short intervention lessons in the morning, where pupils are grouped according to ability, they were observed making good and sometimes better progress because these lessons were exciting and well matched to pupils' abilities. Pupils who have special educational needs and/or disabilities make satisfactory progress in lessons and better progress in small group

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work. The challenging behaviour of a minority of pupils is managed well and all pupils respond well to sanctions and rewards. Pupils have a good moral code; are knowledgeable about how to live a healthy lifestyle and keep themselves safe inside and outside the school. They are well aware of the dangers of alcohol and substance abuse and can talk eloquently about cyber bullying. Pupils' social, moral, spiritual and cultural development is satisfactory and developing well through an increasing involvement in cultural visits and visitors and the very good musical opportunities within the school. They are actively involved in improving the local environment and have a very active Eco Club. Pupils told inspectors how much they enjoy singing in the school choir and taking part in performances for parents and carers.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

The newly revised curriculum is good and is instrumental in improving pupils' progress. It is well enriched with visits and visitors and topic themes are relevant to world events and develop pupils' cultural awareness. In some lessons observed during the inspection, there was good use of information and communication technology (ICT) to motivate and engage pupils in learning. Better links between subject areas provided pupils with a purpose for their writing and more opportunities to practise their basic skills. Consequently, on these occasions, learning moves forward at a faster pace. In other lessons, learning is satisfactory because there are too few opportunities for pupils to discuss their learning

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with each other and be actively involved for the whole session. Pupils have individual targets for improvement which are 'I can' statements and these are understood by pupils. However, these targets are not always referred to in lessons or in the marking in pupils' books which is better in English than in mathematics. The day-to-day assessments which teachers make about pupils' attainments and previous learning are not always used effectively enough to ensure that there is a good enough match of activities to abilities in some writing and mathematics lessons and there is a lack of challenge for more-able pupils.

The care, guidance and support offered to pupils are good. The school goes the extra mile to involve outside agencies, parents, carers and the local community in pupils' learning. Pupils whose circumstances make them vulnerable, or who have social and emotional difficulties, have access to good counselling services by trained counsellors. Teachers know pupils and their families very well and in a drive to involve families more closely in pupils' learning, each pupil writes a termly letter to their parents, carers and families to invite them to an open afternoon once a term. This has been very successful in developing parents and carers' knowledge about pupils' learning. Parents' and carers' views are regularly sought and acted upon and communication through regular newsletters is good. All parents and carers who responded to the questionnaire were very supportive of the school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The unavoidable staff absence at senior leadership level has been resolved and senior leaders are now working well together to move the school forward. The headteacher has set a clear direction for the school and along with other senior leaders regularly monitors the effectiveness of actions for improvement. Through self-evaluation, which involves all subject leaders, they have correctly identified what needed improving in the school. Currently, some of the planned actions are too broad and this makes it difficult to measure the impact these actions are having. The collection of data about pupils' progress is rigorous and the headteacher meets regularly with all teachers to discuss pupils' progress. This is leading to teachers' higher expectations and improved accountability, and in accelerating progress for identified groups of pupils. The school's data shows that the attainment gaps between some groups, such as boys and girls and between pupils who are and who are not known to be eligible for free school meals are closing rapidly. Therefore, the school promotes equality of opportunity satisfactorily and is ensuring that discrimination is tackled.

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The governing body carries out its statutory duties and has ensured that safeguarding and vetting procedures are in place to ensure pupils' safety and meet current requirements. It has an action plan to promote community cohesion, which develops pupils' understanding of the local area and different cultures well but pupils' understanding of the broader issues or what it means to live in multicultural Britain is less well developed. The governing body is very supportive of the school and its members are knowledgeable about the school and its context. However, they are still developing their ability to challenge the school and ask searching questions about its performance.

Partnerships with external agencies and professionals are good and the school is proactive in securing the right support to develop individual pupils' learning. Good work with the behaviour support and special educational needs support services is evident. The school also involves parents and carers closely in meetings and decisions made about pupils' learning.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children settle well and quickly pick up school routines due to good links with the day-care centre on site. The recent reorganisation of the learning environment and provision in the unit has helped to halt a decline in attainment and is improving children's outcomes, especially for children in Reception. The provision in the outdoor area is developing well and children are actively engaged in learning and enthusiastically choose to work in this area. The indoor provision covers all areas of learning and there is an appropriate balance of teacher-led and child-initiated learning opportunities. In the Reception class, children were observed making telescopes and writing labels. Children were well supported with skilful questioning which encouraged them to think about their learning and solve problems. In the Nursery, learning sometimes lacks sufficient focus and teachers do not



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always maximise children's potential to develop independence and writing. There is sometimes an overemphasis on nurturing children's personal development and teacher's expectations of their academic development are too low, resulting in over cautious assessments which do not always capture children's true potential.

Welfare requirements are met routinely and risk assessments are carried out daily. Children are developing an understanding of their own safety and hygiene requirements. The unit is satisfactorily led and managed and the staff work closely together to ensure children's well-being. The recent focus on improving the communication with and engagement of parents and carers is bearing fruit and open mornings are well attended. Children have learning journals and achievements are shared routinely with parents and carers.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Less than a fifth of parents and carers returned questionnaires which is a low response for primary schools. The vast majority were overwhelmingly supportive of the school and especially pleased with; the way the school keeps their child safe, the quality of teaching and learning, and how the school helps them to support their child's learning.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Green Gates Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 39 completed questionnaires by the end of the on-site inspection. In total, there are 209 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	46	21	54	0	0	0	0
The school keeps my child safe	22	56	17	44	0	0	0	0
My school informs me about my child's progress	16	41	23	59	0	0	0	0
My child is making enough progress at this school	15	38	24	62	0	0	0	0
The teaching is good at this school	21	54	18	46	0	0	0	0
The school helps me to support my child's learning	21	54	18	46	0	0	0	0
The school helps my child to have a healthy lifestyle	14	36	25	64	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	36	24	62	0	0	0	0
The school meets my child's particular needs	19	49	19	49	1	3	0	0
The school deals effectively with unacceptable behaviour	17	44	20	51	1	3	0	0
The school takes account of my suggestions and concerns	15	38	23	59	1	3	0	0
The school is led and managed effectively	18	46	21	54	0	0	0	0
Overall, I am happy with my child's experience at this school	20	51	18	46	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 March 2011

Dear Pupils

**Inspection of Green Gates Primary School, Redcar TS10 4HS**

Thank you so much for the warm welcome you gave inspectors who visited your school recently to see how well you were learning. You were eager to talk to us and tell us about your school. We found that your school is satisfactory and improving rapidly. We agree with you that staff take very good care of you and that teaching and learning are better and consequently, you are all making much more progress in your lessons. We were especially impressed with your behaviour, how well you all take on extra responsibility around the school, and your good attitudes to learning. We think that your teachers have worked hard to improve the curriculum and include more visits and visitors and many of you are enjoying the after-school clubs, singing in the choir and playing African drums.

We would like your school to improve even further and so we have asked your headteacher to make the following improvements.

- We would like teachers to give you more opportunities to discuss your work in lessons and make sure that activities are not too hard or too easy. We also want teachers to make better use of assessment and make sure that marking always tells you the next steps in your learning and is more closely linked to your individual targets.
- We think that children in the Early Years Foundation Stage can make quicker progress and so we would like teachers to improve the provision and assessment of what these children can achieve.
- We have asked the headteacher to make sure that the plans for improving the school are more detailed.

You can all help your school improve by continuing to behave well and following your 'golden rules' at all times.

Yours sincerely,

Joy Frost

Her Majesty's Inspector

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