

New Marske Primary School

Birkdale Road, New Marske, Redcar, TS11 8BN

Inspection dates 2–3 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Attainment and progress are not accelerating rapidly enough in reading and writing.
- Teaching is not consistently good enough to ensure that the majority of pupils make good progress.
- Tasks do not always match ability and lessons are occasionally too teacher led with pupils not having enough time for independent activities.
- Management of teaching and performance is not rigorous enough to have the required impact in raising the quality of teaching and pupils' progress.

The school has the following strengths

- Pupils' behaviour is exemplary. Pupils say that they look after each other and that they feel safe at school.
- The additional support for the small number of disabled pupils and those with special educational needs is well focused so that these pupils make good progress.
- Pupils' spiritual, moral, social and cultural development is promoted well through a wide range of opportunities.
- Teachers have created a bright and attractive learning environment to encourage learning.
- Attendance is above average.

Information about this inspection

- Inspectors visited 14 lessons. Two of these visits involved joint observations carried out with the headteacher. They also carried out a series of short visits to other lessons across the school, observed assemblies and playtimes and listened to pupils read.
- Meetings were held with staff, pupils, the Chair of the Governing Body and a representative from the local authority.
- Inspectors took account of 38 responses to the online Parent View.
- Inspectors also looked at a range of documentation, including data on pupil progress, the school's self-evaluation, and records relating to behaviour, attendance, safeguarding and performance management.

Inspection team

Christine Millet, Lead inspector	Additional Inspector
Barbara Waugh	Additional Inspector
Timothy Nelson	Additional Inspector

Full report

Information about this school

- New Marske is slightly larger than the average-sized primary school. Almost all the pupils are of White British heritage. A very small number are from other ethnic groups.
- The proportion of pupils known to be eligible for free school meals is below the national average as is the number of pupils known to be eligible for additional pupil premium funding.
- A below average proportion of pupils is supported at school action or has a statement of special educational needs. The number of pupils at school action plus is higher than that found nationally.
- The school meets the current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection report there have been significant changes in staffing, in addition to the appointment of a deputy headteacher and Early Years Foundation Stage coordinator.

What does the school need to do to improve further?

- Accelerate progress to a consistently good level in all areas by:
 - ensuring teachers use assessment information to plan activities that meet the needs of, and provide challenge for, pupils of all abilities
 - ensuring work in the teaching of letters and their sounds matches closely pupils' ability levels
 - making sure pupils are clear about their precise learning targets and their next steps to attain them
 - providing more opportunities for pupils to practise and apply their skills in other subjects.
- Increase the proportion of teaching that is good or better by:
 - sharing the good and outstanding practice that already exists in school
 - ensuring that additional adults are actively involved in lessons and have clearly defined tasks
 - injecting greater pace into lessons and restricting teacher talk so that pupils have enough time to work independently
 - making sure that marking is informative and provides pupils with opportunities to respond to teachers' comments
 - checking that all lessons are sufficiently stimulating to sustain pupils' learning.
- Improve leadership and management by:
 - making the monitoring roles of leaders more robust and ensuring all are involved in helping secure school improvement
focusing clearly on the impact on learning when monitoring the quality of teaching and pupils' work.

Inspection judgements

The achievement of pupils

requires improvement

- Children enter the Nursery with skills and knowledge that are broadly in line with those expected for their age. Provision within the Early Years Foundation Stage ensures they develop social skills and grow in confidence. They happily work together learning to share and take turns. Most make enough progress to prepare them well for Key Stage 1.
- Attainment by the end of Key Stage 1 has been broadly average year-on-year. Although progress is not yet good it is improving. Assessments in 2012 showed an improvement in writing and mathematics overall with a higher proportion of pupils achieving the higher Level 3. The focus on writing is raising attainment as pupils receive the guidance they need to improve. Progress in reading, at the higher levels, is not as strong with some lack of confidence in knowledge of letters and their sounds.
- Overall attainment at the end of Key Stage 2 is in line with the national average although this rose to above in the national assessments in 2012. Improvements were seen at the end of Year 6 in reading, writing and mathematics with improvements in mathematics being particularly strong.
- The needs of the more-able pupils are not always fully met to ensure they make enough progress. Progress is starting to rise but still requires improvement to check all make as much progress as possible. Similar gains were seen at the end of Year 6 in 2012 in reading, writing and mathematics with the result that attainment at the end of Key Stage 2 was better than the national average with improvements in mathematics being particularly strong.
- Improved systems for tracking the progress that pupils make ensure that the small number of disabled pupils and those with special educational needs receive well-targeted support and most make good progress under the direction of effective additional adults. Additional pupil premium funding received for a small number of pupils is well used to provide staffing for intervention groups. As a direct result, gaps in learning are closing.
- Progress in lessons is inconsistent linked to the variation in the quality of teaching. It is not always clear to pupils what their learning targets are or what they must do to attain them. They do not have enough opportunities to use and apply their skills in other parts of the curriculum.

The quality of teaching

requires improvement

- There is evidence of good and sometimes outstanding teaching. However, because of some turmoil in staffing and insufficient monitoring of teaching, inconsistencies exist across the school. Teaching overall therefore, requires improvement.
- Teachers have been successful in creating a vibrant working environment so that pupils enjoy being at school. Management is effective and behaviour in lessons is often exemplary. Teachers have good relationships with their classes and pupils want to please their teachers and are prepared to work hard to do their best. This willingness to learn is not always being maximised.
- Lessons generally are well planned and run smoothly. However, the daily planning of some lessons relies too heavily on the amount of work completed rather than the extension of skills. In these lessons assessment is not used effectively to match work to pupils' ability. As a result, some lessons lack sufficient challenge, particularly for the more-able pupils.
- In the best lessons seen, teachers demonstrate a good knowledge of pupils and have high expectations of what should be achieved in the time. No time is wasted and lessons go at a brisk pace. In one effective lesson the teacher constantly checked pupils' understanding so that any misconceptions were quickly addressed. As a result, pupils made very good gains in their learning.
- In lessons observed where teaching required improvement, pupils were often required to sit through lengthy explanations by the teacher. As a result, some pupils became unsure of what to do and the amount of time spent on independent work reduced.

- The quality of marking and written feedback is inconsistent across the school. For example, the marking of the extended pieces of writing is minimal and provides pupils with very little information on how to further develop their writing skills. Pupils do not always know what they need to do next in order to improve their work and move on to the next level. However, there was some evidence of pupils looking at and assessing each other's work.
- The use of additional adults varies considerably. In some instances, teaching assistants working with disabled pupils and those with special educational needs provide good quality care which enables them to make good progress compared to their peers. However, there are occasions when the involvement of additional adults lacks direction and they do not appear to have clearly defined tasks.
- Teaching in the Early Years Foundation Stage is often good. However, there are inconsistencies in the teaching of letters and their sounds. Children are taught in whole class groups. As a result, lessons are not meeting the needs of children of varying abilities.

The behaviour and safety of pupils are outstanding

- The school is a very peaceful, harmonious community. Pupils of different ages play and work very happily together and are proud of their school. The oldest pupils act as very good role models for the younger ones.
- Pupils of all ages are equally keen to take on responsibilities such as manning the school office at dinnertime or operating the computer during assemblies. In the Early Years Foundation Stage all help to keep their classrooms tidy by making sure things are put away or picked up.
- Pupils display extremely positive attitudes to their learning. So much so that even in the few instances when the pace of lessons slows they do not take advantage of the situation by behaving inappropriately. They say that they enjoy all their lessons.
- They work cooperatively and collaboratively on tasks set.
- Behaviour in and around school is often excellent and never less than good. Well-established routines ensure movement in and out of classrooms to the playground, assembly or dining hall is well organised and orderly.
- Pupils exhibit sensible attitudes and show that they are capable of managing their own behaviour. This was seen at play time when one pupil was being too boisterous and his friends told him so.
- They are kind and considerate with each other and extremely polite and respectful towards adults. Good manners are exhibited in everything they do.
- Pupils have a very good understanding of bullying in its different forms. They are very clear about the difference between falling out with a friend and actual bullying. They know how to keep safe because this forms part of the curriculum. For example, cycle and scooter training was taking place during the inspection. E-safety, Stranger Danger and other aspects of safety are taught as appropriate.
- School staff work hard to promote and celebrate good attendance with the result that it is now above average.

The leadership and management requires improvement

- Many disturbances in staffing, including leadership, have slowed the pace of change. With stability, the headteacher, in partnership with the deputy headteacher and governing body is enhancing the management roles of staff. As these roles are relatively new they are not fully effective in improving teaching and progress although actions are now being put in place to move the school forward.
- Senior leaders have correctly identified existing strengths and areas of the school's work that require improvement. Tracking is starting to increase pupils' progress as underachievement is

spotted more quickly and help provided. As a result, disabled pupils and those who have special educational needs make good progress. This effective practice is not yet secure enough to ensure all, including the more-able pupils, consistently make good progress.

- The school is beginning to benefit from the appointment of new leaders and middle managers. There is a developing culture of corporate responsibility across school for raising standards and improving school effectiveness. However, some shortcomings remain and the focus is not always on how well pupils learn in lessons. Performance management is linked closely to pupils' progress and training is provided where needed.
 - Leaders have ensured that pupils' spiritual, moral, social and cultural development, behaviour and the development of wider personal skills remain strengths of the school. The curriculum is further enriched through, for example, French, drama, singing, and a variety of clubs, visits and residential experiences. This is a happy school with no harassment.
 - The local authority has worked closely with the school to support them in their priorities. It has provided effective support through work with the literacy consultant.
 - **The governance of the school:**
 - shows acute awareness of the issues associated with running a school particularly in terms of managing the budget and driving improvement
 - is clear about the school's strengths and areas for development and is in a strong position to challenge and support the school
 - ensures that statutory duties are met, including those relating to safeguarding, and that all necessary checks are carried out to ensure pupils' safety.
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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	111665
Local authority	Redcar and Cleveland
Inspection number	401196

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	270
Appropriate authority	The governing body
Chair	Mrs Yvonne Joy
Headteacher	Mr Joe Sonnenfeld
Date of previous school inspection	18 January 2010
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